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ABSTRACT

The Education Professions Development Act (EDPA) Part B, Subpart 2 authorizes a state grant program to provide local school districts with funds to meet shortages of classroom personnel by recruiting persons from the community, providing them with intensive short-term preservice training, and putting them to work in classrooms. This final report evaluates the EPDA B-2 program operating in North Carolina for the 1971-72 school year. The data, based on surveys of the 150 participating teachers, indicates that the programs were successful in achieving their objectives. A comparison of the EPDA B-2 teachers with their traditionally-trained peers suggests that B-2 teachers perform on the job at least as well as these peers. (The report is extensively documented with tables throughout the text. Appendixes containing supportive material are included.) (MJM)

ED104884

FINAL EVALUATION REPORT

of the

EDUCATION PROFESSIONS DEVELOPMENT ACT

Part B, Subpart 2

PROGRAM IN NORTH CAROLINA

1971-1972

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

In the evaluations of both the 1970-71 and the 1971-72 EPDA B-2 programs in North Carolina, it was found that the B-2 type of teacher training program was highly effective. In a short period of time college graduates, who did not major in education or prepare to teach, were trained adequately through EPDA B-2 funds to enter the classroom as teachers.

A variety of tests, measuring different aspects of the teacher herself and her profession, and numerous comparison groups taken from within the profession have verified the success of this non-traditional type of training. Thus this study contains strong implications both for teacher training institutions and their instructional programs and also for local school units in their ever-increasing need for and attempts at valid teacher assessment.

This study would not have been possible without the assistance of many people throughout the State. Appreciation is expressed to Dr. William J. Brown, Director, and Robert C. Evans of the Division of Research for their guidance, foresight, and assistance in planning and implementing the study. Thanks go also to Mike Carson and Charles Creech for their help in the extensive data analysis and to Roberta Moore for her patience and skills in typing and preparing the document for publication.

A special thank-you is expressed to Donald G. Cotton, State Co-ordinator of the EPDA B-2 program, for his limitless cooperation and assistance in planning, implementing, and disseminating the various phases and documents of the overall evaluation endeavor.

And, finally, deepest appreciation is expressed to each of the EPDA B-2 project directors and all their teachers in the sample groups who graciously helped us obtain the large amount of data needed in the evaluation study.

Sarah M. Johnson
Evaluator

TABLE OF CONTENTS

Foreword . . . . . *ii*

I. INTRODUCING THE EDUCATION PROFESSIONS DEVELOPMENT ACT, PART B, SUBPART 2 1

National Level 1
State Level 1
Local Level 2

SECTION ONE

II. THE EPDA B-2 TEACHER TRAINING PROGRAM IN NORTH CAROLINA 3

Rationale for the total evaluation 3

III. CHAPTER 1. THE SUMMER, 1971, EVALUATION PHASE 8

Objectives 8
Respondents 8
Instrument Development and Selection 9
Testing Procedures 11
Analysis and Findings 12
Conclusions 21

IV. CHAPTER 2. THE FALL, 1971, AND SPRING, 1972, EVALUATION PHASES 22

Objectives 22
Respondents 23
Instrument Development and Selection 24
Testing Procedures 25
Analysis and Findings 26

The Teacher as a Person 27
The Teacher as an Operative 39
The Teacher Attitude Survey 48
The Teaching Behaviors Inventory 57
The Teacher Satisfaction Questionnaire 83
The Teacher Satisfactoriness Scales 95

Conclusions 103

SECTION TWO

V. APPENDICES

A. GOALS FOR TEACHER TRAINING PROGRAMS (Forms A and B) A-1
B. GOALS FOR TEACHER TRAINING PROGRAMS
Statewide Achievement of Objectives B-1
C. GOALS FOR TEACHER TRAINING PROGRAMS
Items Rated by Majority of Project Directors as
Primary Objectives C-1
D. BATTERY OF OTHER INSTRUMENTS D-1

I. INTRODUCING THE EDUCATION PROFESSIONS DEVELOPMENT ACT, PART B, SUBPART 2

NATIONAL LEVEL

The Education Professions Development Act (EPDA) is an acknowledgment that the way to bring about change in education is to bring about change in the people who staff our schools and colleges. While other sections of the act are concerned with long-range change in the attitudes and competencies of all kinds of educational personnel, part B-2 addresses itself to a more immediate concern of many local school systems. critical shortages of classroom personnel--teachers and teacher aides.

Part B-2 authorizes a State grants program to provide local school districts with funds to meet such shortages by recruiting persons from the community who are otherwise engaged, providing them with intensive short-term preservice training, and putting them to work in classrooms as soon as possible.

The first annual report on the new program indicated that more than 12,000 persons received such training during the summer of 1969 and were on the job in classrooms throughout the country in the fall. Few new federal education programs have so successfully met their primary objective so quickly.

STATE LEVEL

In participating states, the federal EPDA B-2 program has strengthened the development of several good strategies and kinds of communication:

- *By providing the states for the first time with federal assistance for training classroom personnel, the program stimulates the states to develop expertise in all kinds of educational personnel development activities.*
- *An immediate by-product of this development has been the establishment within many states of close relationships, including linkages, with other EPDA programs, particularly the new Career Opportunities Program.*

- *The program has resulted in the development of many promising models of new kinds of short-term preservice training projects. These will be evaluated and some will probably be replicated in other projects conducted under other federal programs.*
- *The program has, for the first time in many cases, brought together state education agencies, local school systems, and colleges and universities in the coordinated planning and implementation of new kinds of training activities for it requires dropping the time-worn assumption that only the university produces classroom personnel while the school system merely consumes them.*

LOCAL LEVEL IN NORTH CAROLINA

In an effort to meet some of the critical needs in the State's classrooms, North Carolina again participated in the federally sponsored EPDA B-2 program during 1971-72. In this State, seven local educational agencies sponsored B-2 training programs. About 150 teachers, representing eighteen separate school systems, and a few teacher aides were trained for employment in their respective units.

SECTION ONE

II. THE EPDA B-2 TEACHER TRAINING PROGRAM IN NORTH CAROLINA

Approximately 150 B-2 teachers were trained in seven local projects in North Carolina during the 1971-72 school year. Geographically, the projects were distributed through the Southern Piedmont and Coastal Plains sections of the state and were, like the training programs of previous years, fashioned to meet local needs as perceived by the directors and other school personnel. (See Figure I, page 4.)

The major goal of the B-2 teacher training programs was to fill with qualified personnel, as quickly as possible, teaching positions in areas of critical shortages. The local systems identified their areas of shortage and through the EPDA B-2 program were able to train personnel to fill these needs by the time schools opened in the fall.

The Division of Research of the North Carolina Department of Public Instruction was asked by these local units to evaluate the effectiveness of the statewide program. In other words, they were to determine whether or not the B-2 teachers were as effective in the classroom as other teachers who had the typical teaching degrees from teacher training institutions. The following section sketches the Division's total evaluation model; however, this preliminary report will discuss in detail only those phases of the evaluation which took place during the summer of 1971.

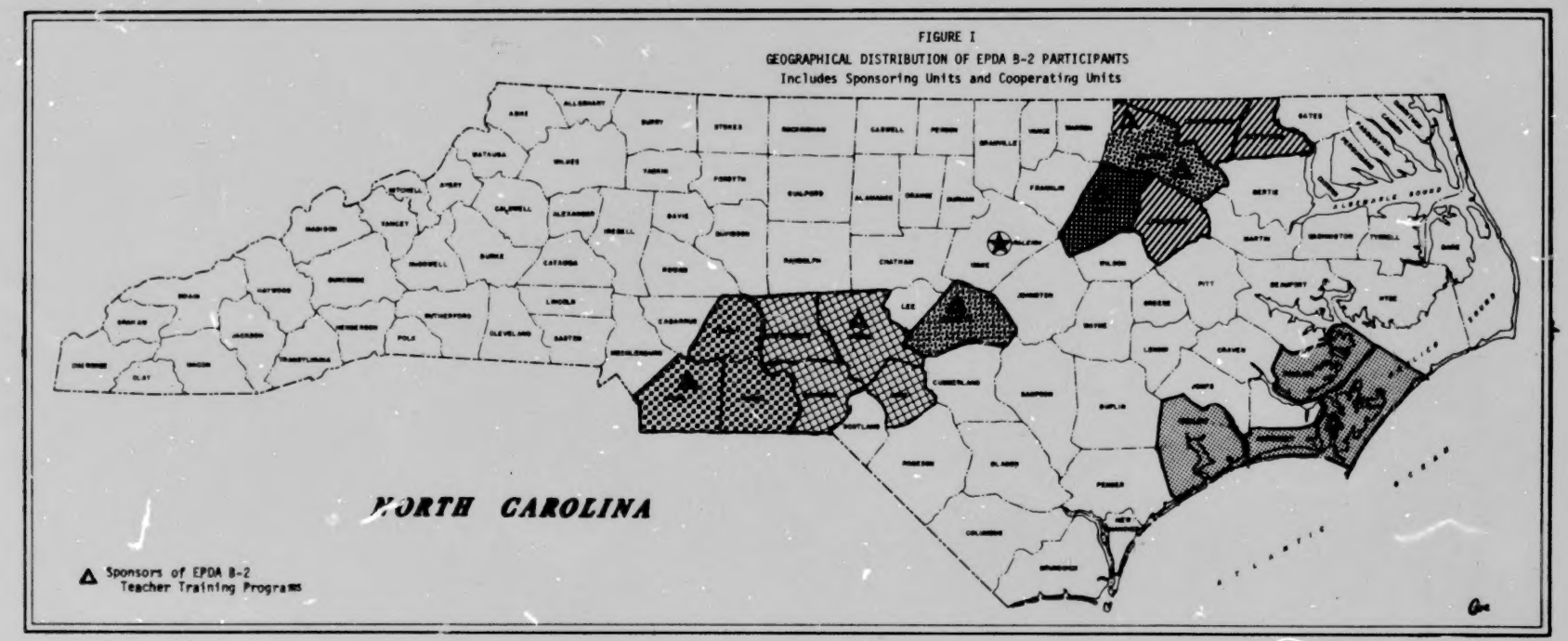
Rationale for the Total Evaluation

Because of the nature of the question to be answered by the evaluation, it was determined that the design of the study would necessarily be a comparative one, as last year's was. Based on last year's recommendations, several additions and changes were made in the previously used design for the current evaluation.

FIGURE I

GEOGRAPHICAL DISTRICTION OF EPDA B-2 PARTICIPANTS

Includes Sponsoring Units and Cooperating Units



The first major addition was an investigation of the goals or objectives of the B-2 teacher training programs. The instrument devised compared each project director's objectives for his training program with his trainees' statements relative to the achievement of these goals. This instrument not only provided an indication of success for each local training program but also, on a statewide basis, gave a good overall picture of a typical teacher training curriculum and its effectiveness.

The 1970-71 evaluation showed no significant differences in attitudes toward teaching between the B-2 trainees and the other two groups of teachers tested. It remained possible that something occurred in either the B-2's training or initial teaching experience to create this similarity in attitudes. The current evaluation undertook to determine when this attitude adjustment occurred.

On the basis of last year's evaluation, it was also felt that a wider variety of classroom personnel should be examined in terms of their attitudes toward teaching so that a broader picture of how well the B-2 trainees fit into the total school operation could be achieved. Thus two more groups of respondents were added to the evaluation design, making a total of five for more extensive comparisons.

In addition, extensive review of pertinent literature reveals that many factors besides attitude (which was measured last year) affect success in the teaching profession -- in both self-ratings and observer-ratings. Therefore, two more significant changes were made to improve last year's evaluation design for current use. Instruments were located or written to measure five separate factors which might affect teaching success; and the respondents' principals, who were familiar with their work, were used as raters to provide external measures of success.

The 1971-72 evaluation design for the EPDA B-2 program in North Carolina is outlined in Table I, page 7. It was hoped that this would be an improved measure of the effectiveness of the B-2 teacher training programs and would provide guidelines for future training programs and for future evaluation designs.

TABLE I: 1971-72 EPDA B-2 EVALUATION DESIGN

Respondents

Instruments	Summer, 1971		November, 1971		February, 1972					Feb.-March, 1972
	Project Directors (All)	B-2 New (All)	A-0 (random samples)	B-2 New (random samples)	A-0 (random samples)	B-2 New (random samples)	B-2 Old	Aides	Cross-section of other certified experienced teachers	School Principals of all persons sampled
Goals for Teacher Training Programs - Form A	$X_{(1)}$									
Form B		$X_{(2)}$								
Teacher Attitude Survey		X_1X_2	X_1	X_1	X_2	X_2	X	X	X	
Teacher Satisfaction Questionnaire			X_1	X_1	X_2	X_2	X	X	X	
Teaching Behaviors Inventory					X	X	X	X	X	
Teacher as an Operative					X	X	X	X	X	X
Teacher as a Person										X
Teacher Satisfactoriness Scales										X

X = Single testing

X_1 = Pre-test

X_2 = Post-test

III. CHAPTER 1. THE SUMMER, 1971, EVALUATION PHASE

Objectives

The goals of the summer phase of the evaluation were to make two comparisons relative to the local B-2 intensive training programs for the teacher trainees. These comparisons focused on the achievement of individual project objectives and on trainee attitude change. The specific goals were:

1. To compare the project directors' stated goals for their training programs with the trainees' opinions of how well they were prepared or trained in those areas (as measured by the Goals for Teacher Training Programs, Forms A and B).

2. To test for changes in educational philosophy among the trainees resulting from their intensive training (as measured by the Teacher Attitude Survey on a pretest-posttest basis).

Respondents

The respondents in this phase of the evaluation consisted of two total groups, not samples of these groups.

The first group consisted of all six project directors who were participating in the program at the beginning of the Summer, 1971. Their projects were already designed, approved, and ready to begin at this time. The seventh project was in the planning stages and not yet ready to operate; therefore, the project director and his trainees were excluded from this portion of the study but participated in all other phases.

The other group of respondents consisted of the B-2 teacher trainees in the six operational projects who were present on the day the instruments were administered. A total of 129 responded to the Goals questionnaire, 149 to the Teacher Attitude Survey pretest, and 142 to the posttest. The total number taking each instrument was considered adequate for the results to be valid.

Instrument Development and Selection

As stated previously, two instruments were used in this phase of the evaluation. The first, based on the program objectives stated in the project proposals, was developed by the Division of Research. The second one was an attitude survey, constructed and refined elsewhere, which has previously been used successfully in similar endeavors by the Division.

The Goals for Teacher Training Programs, Forms A and B, was developed to be used in assessing the actual achievement of stated program objectives. The objectives listed in the six project proposals were rewritten so that they would be stated in terms of teacher trainee outcomes. They were then combined when possible and categorized into five areas which had previously been defined (by experience and the literature) as needing emphasis in training programs. They were: preparing the teacher as a person (personal qualities), as an operative (clerical and mechanical skills required of teachers), as an employee, as a knower of teaching behaviors (basic principles from education, psychology, guidance, etc.), and as a knower of educational philosophy. Behaviors written for these five areas included a total of 81 items.

The items were identical on both forms of the instrument. However, different sets of responses were devised for the project directors and the trainees. The directors' questionnaire, Form A, asked each one to indicate

the importance that his project placed on each objective according to the following set of responses:

A. *Primary objective:* my program had this as a stated objective and spent a substantial amount of effort on it.

B. *Secondary objective:* although my program did not specifically address this area, it was so designed that this goal would be achieved nevertheless.

C. *By-product:* although my program neither addressed nor was designed to achieve this goal, I feel it probably occurred as a result of the program anyway.

D. *Important but excluded:* although this is an important area, I do not feel it belongs in a training program.

E. *Unimportant:* I feel this is unimportant and should not be included in a teacher training program.

Form B of the questionnaire was developed for use by the B-2 teacher trainees. They marked each item according to how well they felt they had been prepared in that area: in other words, how successful their training program was in helping them personally to achieve each objective. They used the following set of responses:

A. *Very good preparation:* My training program has prepared me well in this area, or, it has definitely had this effect on me. I feel confident I do or could demonstrate this ability as a result of my training program.

B. *Probable preparation:* My training program covered this area or tried to have this effect on me, and possibly it has done so; perhaps I could demonstrate this ability if asked to but I am not completely confident that I could.

C. *Inadequate preparation:* My training program tried to achieve this but failed. I am rather sure I could not demonstrate this or have not been affected in this way.

D. *Ability without preparation:* My training program was (was not) concerned with this, but I do or can do this anyway.

E. *Neither training nor ability:* My training program was not concerned with this, nor can I do this on my own.

A total copy of Form B is presented in Appendix A. The first page of Form A is also presented therein. The items in Form A were identical to the items of Form B and were therefore not included. A complete Form A could be obtained by substituting the set of responses shown on the first page of Form A for those written on Form B.

Comparisons of results on these two forms thus provided an indication of success of the training programs -- the prelude to success in the profession for the trainees.

The Teacher Attitude Survey is a list of 86 statements related to educational philosophy to which the respondent replies with one of the following answers: strongly agree, agree, indifferent, disagree, strongly disagree. Scores are reported for nine scales which indicate how traditionally or non-traditionally oriented the teacher is in her attitudes toward education and teaching: subject matter emphasis, personal adjustment idealogy, student autonomy, teacher direction, emotional disengagement, consideration of student viewpoint, classroom order, student challenge, and integrative learning.

Testing Procedures

The group of project directors met with staff members from the Division of Research in May, 1971, to make final decisions and plans for the total 1971-72 EPDA B-2 evaluation. At that time each was given adequate copies of the two instruments which he was to administer to his trainees during their summer intensive training program and also a copy of the instrument which he himself was to answer.

All of the project directors completed Form A of the Goals for Teacher Training Programs before their projects were in full operation, indicating what they planned for their training programs to accomplish.

During the first week of operation, they administered the Teacher Attitude Survey to their trainees as a pretest to provide baseline data. Then in one of the final sessions of the training programs, they again gave the Teacher Attitude Survey as a posttest to provide data relative to trainee attitude changes as a result of their training. At the same time the directors administered Form B of the Goals questionnaire to the trainees so that they could indicate the success of the program they had just completed.

All results were immediately returned to the Division of Research.

Analysis and Findings

The results on both instruments were analyzed on a statewide basis and are included herein. Results on the Goals for Teacher Training Programs were also analyzed individually for each local project so that each project director might compare his report with the statewide findings. Receipt of this information also allows them to determine specifically the areas which needed strengthening. Such knowledge could be particularly beneficial when planning future training programs, workshops, and other inservice activities.

Goals for Teacher Training Programs

Results obtained on this instrument were examined in several ways. First, simple tallies were made of the responses from the B-2 trainees. The state totals are presented for each item in Appendix A (Form B).

Tables were then devised to compare the degree of training reported by the trainees on each item in the questionnaire with the ranking of importance given each item by their own project directors. These results were totaled for each of the five sections on the instrument and are presented in Appendix B. A table is included for each of the five ratings which the directors could make--primary objective, secondary objective, by-product, important but excluded, and unimportant.

The first table of the five which are presented is by far the most important because it shows statewide achievement of the objectives which the project directors designed their programs specifically to accomplish. The second and third tables--achievement of secondary objectives and of by-products--will be discussed briefly below because the items represented therein were somewhat related to the design and therefore the success of the training programs. However, the last two tables are included simply for inspection because the items receiving those rankings were considered extraneous to the programs' operations. Any success in trainee preparation noted on those tables occurred by chance for unknown reasons.

The first and most important of these tables--"Statewide Achievement of Primary Objectives"--indicates that 59.3% of the trainees felt that they had very good preparation in those areas which their own directors had designated as primary objectives. Another 23.3% of the trainees were fairly sure that they had achieved these behavioral outcomes. Thus, about 82% of the B-2 trainees indicated that their training programs were rather successful in achieving their major objectives. Another 11.3% of the trainees felt that they had entered their training programs already adequately prepared in those areas. Therefore, 94% of the B-2 trainees completed their programs feeling rather competent in skills and abilities deemed most important for teachers by their directors.

The table also indicates that in general the trainees felt the most successful areas of their training were in becoming prepared to be an employee and in developing personal characteristics thought desirable in a teacher. The least successful area of concentration was in the study of educational philosophy. Less than half the trainees felt well prepared in this area; however, as will be discussed later, their educational philosophies or attitudes had changed significantly in several areas by the completion of their training (as measured by the Attitude Survey).

The last column on the table also shows that the training programs in general tended to concentrate more on the mechanical, technical, how-to skills of teaching than they did on the more theoretical aspects as most teacher training institutions do. This statement would be corroborated by a simple perusal of the project proposals.

As would be expected, the second table--"Statewide Achievement of Secondary Objectives"--shows that fewer trainees felt well prepared in these items than in the primary objectives. About half considered themselves well prepared by their training to perform these activities or exhibit these qualities. Another 22% felt moderately prepared. However, an increase is noted in the number who believed that when they entered their programs they already had these abilities--an indication that the project directors did a rather good job in predicting the areas of concentration their trainees would need.

The trend continues in the third table--"Statewide Achievement of By-Products." Even fewer trainees felt well prepared by their programs in these areas and more were already prepared when they began training. It must be noted, however, that there is only a slight difference in the column percentages on the second and third tables. Thus it might be concluded that, regardless of intent, the objectives rated as secondary

ones and by-products received similar emphasis and treatment in the training programs. It is also probable that the project directors felt there was very little difference in the two categories as defined.

Although not prepared or presented to validate the last two statements, the lists in Appendix C do remotely support them. The lists are composed of the thirty questionnaire items which a majority of the project directors considered as primary objectives of their programs. They might thus be seen as a good outline of the "typical" EPDA B-2 teacher training program in North Carolina. Such a consensus was obtained in no other category of objective ratings. Only six items were rated as secondary objectives by four or five directors each, and two were rated as by-products by four directors each. These eight items were spread throughout the questionnaire. Thus not only was the "primary" classification interpreted similarly by all project directors but they also tended to consider the same objectives important for a training program. Lack of consensus elsewhere showed differing interpretations of the definitions of other categories and differing opinions as to what should be included therein.

Teacher Attitude Survey

As stated earlier, the number of B-2 trainees taking the pretest was 149 and the posttest, 142. Nine t-tests were run on these two sets of responses, one for each of the subscales on the instrument, to determine if significant changes in attitude had occurred among the trainees during their intensive training. Results of these analyses are presented in Tables II and III, pp. 16 and 17.

The original analyses provided pretest and posttest scale means and the level of significance of these changes (Table II). Five of the attitude changes were significant on at least the .05 level.

TABLE II TEACHER ATTITUDE SURVEY

SCALE MEANS OF 1971-72 EPDA B-2 TRAINEE RESPONSES

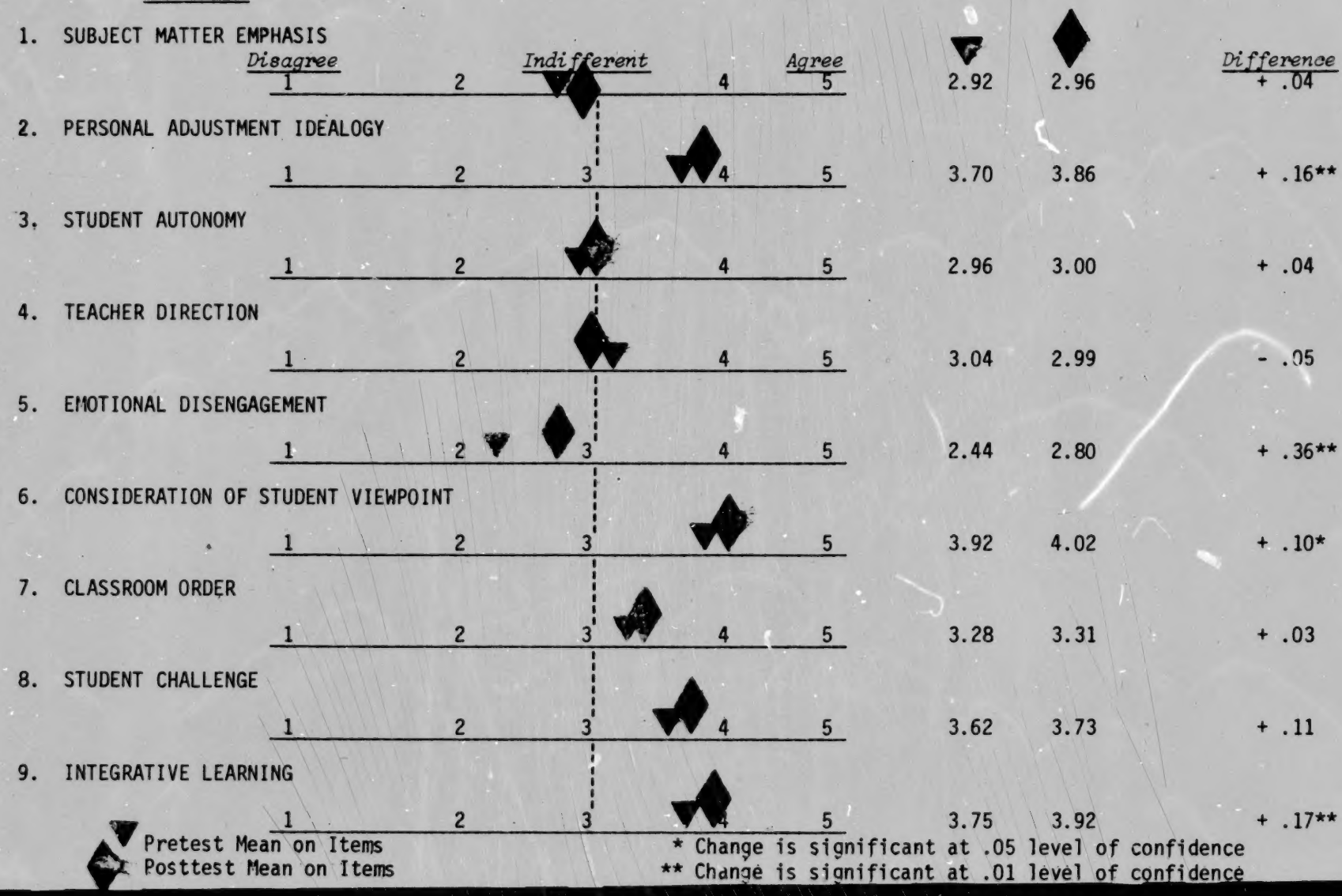
Pretest N = 149 Posttest N = 142

SCALE	*No. Items in Scale*	*Maximum Scale Mean Possible*	Pretest Scale Mean	Posttest Scale Mean	*Level of Significance of Change*
1. SUBJECT MATTER EMPHASIS	*17*	*85*	49.66	50.40	-
2. PERSONAL ADJUSTMENT IDEOLOGY	*16*	*80*	59.20	61.73	*.01*
3. STUDENT AUTONOMY	*23*	*115*	68.03	69.10	-
4. TEACHER DIRECTION	*23*	*115*	69.97	68.90	-
5. EMOTIONAL DISENGAGEMENT	*4*	*20*	9.74	11.18	*.01*
6. CONSIDERATION OF STUDENT VIEWPOINT	*10*	*50*	39.19	40.18	*.05*
7. CLASSROOM ORDER	*14*	*70*	45.90	46.32	-
8. STUDENT CHALLENGE	*7*	*35*	25.32	26.13	*.05*
9. INTEGRATIVE LEARNING	*15*	*75*	56.26	58.79	*.01*

TABLE III. TEACHER ATTITUDE SURVEY

PRETEST-POSTTEST ITEM MEANS FOR 1971-72 EPDA B-2 TRAINEES

Pretest N = 149 Posttest N = 142


SCALE
1. SUBJECT MATTER EMPHASIS
Disagree
Indifferent
Agree
1 2 3 4 5
2.92 2.96 + .04
2. PERSONAL ADJUSTMENT IDEALOGY
1 2 3 4 5
3.70 3.86 + .16**
3. STUDENT AUTONOMY
1 2 3 4 5
2.96 3.00 + .04
4. TEACHER DIRECTION
1 2 3 4 5
3.04 2.99 - .05
5. EMOTIONAL DISENGAGEMENT
1 2 3 4 5
2.44 2.80 + .36**
6. CONSIDERATION OF STUDENT VIEWPOINT
1 2 3 4 5
3.92 4.02 + .10*
7. CLASSROOM ORDER
1 2 3 4 5
3.28 3.31 + .03
8. STUDENT CHALLENGE
1 2 3 4 5
3.62 3.73 + .11
9. INTEGRATIVE LEARNING
1 2 3 4 5
3.75 3.92 + .17**
Pretest Mean on Items
Posttest Mean on Items
* Change is significant at .05 level of confidence
** Change is significant at .01 level of confidence

Because each item on each scale was scored on a 1-5 basis (strongly disagree to strongly agree), the results were further broken down by dividing the number of items in each scale into the means for that scale. Table III thus shows which philosophies the trainees tended to agree with and which ones they did not. It also graphically illustrates the directions of attitude changes and the amount.

Several generalizations can be made about the trainees' philosophies of how a classroom should operate. They tended to agree with the following five concepts when they began training and became even stronger in their agreement by the end. The concepts are presented in order of strength of agreement, NOT amount of change, at the end of their training:

consideration of student viewpoint: teacher acceptance of empathy as an instructional strategy; sensitivity to feelings of students; capacity to take their perspective on the world. (Change in agreement was significant at .05 level.)

integrative learning: belief that the students "truly understand" what they are taught only when brought to see relationships between subject at hand and broader aspects of their world; conception of learning as the acquisition of meanings, not just facts. (Change in agreement was significant at .01 level.)

personal adjustment ideology: the belief that the instructional process should be organized around student interest and need in order to contribute to social and emotional development. (Change in agreement was significant at .01 level.)

student challenge: students must be challenged by tasks that are beyond their easy grasp; gap between accomplishment and goal creates an undertone of strain, a mark of effective instruction and a thrust toward learning. (Change in agreement was significant at .05 level.)

classroom order: the best classroom learning situation is one in which there is a high degree of order and decorum; class is conducted according to established rules and procedures; quick punishment for those who depart from rules; elimination of nonsense, noise, and distractions. (Change in agreement was not significant and amount of agreement was slight.)

Thus the teachers revealed a belief that education is much more than the presentation and learning of facts in an unfeeling, unresponsive environment. It should be a never-ending, ever-changing process fashioned to the present and future needs of the participants. They feel, however, that a slight amount of classroom order is necessary to achieve these ends.

The trainees indicated that they neither agreed nor disagreed with the following three concepts, and the amount of change in their attitudes was not significant:

subject matter emphasis: the belief that the subject matter content of a course--the facts and information, skills, principles, and disciplines of thought--has educational value in and of itself.

student autonomy: conception that the appropriate locus of control over the classroom learning process lies with the students.

teacher direction: conception that the appropriate locus of control over the classroom learning process lies with the teacher.

That is, they feel the subject-matter content of a particular course does not necessarily have educational value in and of itself and should not necessarily be the main emphasis in the classroom. Also, they believe that neither the student nor the teacher should have complete control over the classroom learning process--it must be a cooperative endeavor.

The trainees began their programs in disagreement with the following concept but their attitude changed significantly:

emotional disengagement: belief that the teacher must maintain a certain social distance from the students for a climate conducive to learning; teacher should remain aloof from affairs of students and not become personally involved in their concerns. (Change in opinion was significant at .01 level.)

The B-2 trainees had achieved a more neutral position on this concept by the end of their training. They still did not agree with it, however.

The Teacher Attitude Survey thus shows that the EPDA B-2 training programs in North Carolina were rather influential in changing the participants' attitudes toward teaching and "proper" classroom operation. The induced changes may be considered to be generally in the positive direction. Results from the later phases of the evaluation will indicate further changes in attitude occurring as a result of actual in-depth classroom teaching experience.

Conclusions

On the basis of the above preliminary results, it may be concluded that the EPDA B-2 training programs across the state were rather successful in achieving their major objectives. The trainees felt prepared, either by their program or by personal background experiences, to exhibit the abilities and behaviors deemed important in the profession. The total evaluation will provide more evidence as to the relative success of the programs as compared with other teacher training programs.

The training programs were also successful in significantly changing the trainee attitudes in five of the nine areas examined. These changes can generally be said to be positive.

Because the evaluation design was a complete package and the components of it were heavily interrelated, further statements of results must be reserved for Chapter 2.

CHAPTER 2: THE FALL, 1971, AND SPRING, 1972, EVALUATION PHASES

Objectives

The objectives of the last two phases of the evaluation were to compare the new B-2 teachers with other teachers and aides currently in their school systems relative to the various aspects of the teaching profession. Specifically, by area, the objectives were:

1a. To compare the B-2 New teachers with each of the other sample groups in terms of the personal qualities or characteristics generally deemed important in the teaching profession (as rated by tneir principals on The Teacher as a Person).

b. To determine the minimum acceptable level of each of these characteristics in the teaching profession (as established by the principals on another form of The Teacher as a Person).

2a. To compare the self-ratings of the B-2 New teachers with the self-ratings of the other sample groups on the operational skills required in the profession (machinery, media, record-keeping, etc.) as measured by The Teacher as an Operative.

b. To compare the self-ratings made by each sample group on these operational skills with the ratings each group made of the other teachers at their schools on these same skills.

c. To compare the self-ratings of each sample group with their principals' ratings of them on these operational skills.

3a. To determine changes in attitude occurring among the B-2 New teachers as measured by the Teacher Attitude Survey at four different stages of their training and experience.

b. To determine differences in attitude between the B-2 New teachers and the A - O teachers at the beginning and end of their first year of teaching experience (as measured by the Teacher Attitude Survey).

c. To determine differences in attitude among all sample groups after everyone had had at least one year of classroom experience (as measured by the Teacher Attitude Survey in the spring).

4. To determine the differences among the sample groups in their self-reported confidence in their ability to utilize various principles of teaching (as measured by the Teaching Behaviors Inventory).

5a. To determine the differences in the degree of and changes in job satisfaction between the B-2 New teachers and the A - 0 teachers during their initial year of teaching (as measured by the Teacher Satisfaction Questionnaire).

b. To determine the differences in degree and types of job satisfaction among all sample groups at the end of the school year (as measured by the Teacher Satisfaction Questionnaire).

6. To compare all sample groups in terms of their satisfactoriness in their jobs (as rated by their principals on the Teacher Satisfactoriness Scales).

Respondents

The previous year's evaluation recommended that the B-2 New teachers be compared with more than two other teacher groups. Therefore, a random sampling process was used to select subjects from the following four groups of teachers:

. B-2 New: the trainees in the 1971-72 EPDA B-2 program, beginning teachers. These were a sample of the total B-2 New group used in the summer evaluation phase.

. A - 0 : college-trained, A-certified, beginning teachers.

. B-2 Old: teachers trained in the 1970-71 EPDA B-2 program, one year of teaching experience.

. Aides : teacher aides with various types of training and experience. (Aides were included in the evaluation because the 1970-71 evaluation indicated that perhaps teacher aides were as capable as teachers in some affective, cognitive, and performance areas of the profession. They were therefore tested identically with the teachers to examine this concept.)

In the sampling process used to select the above respondents, each of the seven project directors was asked to bring complete lists of all aides and teachers falling into these categories from his project's school unit (and cooperating school units, if any) to a directors' meeting in Raleigh. At this time, approximately eight participants and two alternates from each of the four categories were randomly selected from each of the director's lists of names.

In addition, each director was asked to choose, with the help of his local superintendent, supervisors, principals, etc., sixteen

. Experienced teachers: (not members of the above populations)

and four alternates to represent a broad range of ability, experience, characteristics, and success in the profession. In the data analysis procedures, this latter group of experienced teachers was subsequently divided, based on several selection criteria, into two groups which are hereafter referred to in the "Analysis and Findings" section as Experienced_1 and Experienced_2 teachers.

Therefore, it may be seen that there was a statewide sample of about 50 respondents from each local project. The N's varied slightly on each instrument for each group at each testing phase and are reported on each data table in this report. However, this variation was not significant enough to alter the results.

In addition to the teacher and aide groups of respondents, every school principal who by chance had a teacher or aide from his school selected to be in a sample group was asked to serve as a rater on three instruments for each of these staff members. Every principal involved had at least one and no more than five staff members to rate; the average was two or three.

Instrument Development and Selection

A detailed account of the development and/or selection process for each of the six instruments used in the final evaluation phases is given in the specific sections dealing with the results on each measure.

For summary purposes, a brief description of each is given below:

. Teacher as a Person--contains a number of characteristics or "talents" believed important in the teaching profession according to the available literature on teacher assessment. Indicates both the minimum level of acceptability of each trait and the rank of each teacher in relation to this "cut-off" level.

- Teacher as an Operative--measures those skills necessary in teaching that can be learned by anyone of average intelligence (machine operation, use of media, record-keeping, etc.).

- Teacher Attitude Survey--contains 86 statements related to educational philosophy which indicate orientation of teacher in attitudes toward education and teaching. Scores reported for nine scales: subject matter emphasis, personal adjustment ideology, student autonomy, teacher direction, emotional disengagement, consideration of student viewpoint, classroom order, student challenge, and integrative learning.

- Teaching Behaviors Inventory--contains two types of items related to each of several broad categories of teaching principles. One type requires proper identification of a related critical incident and the other type requires self-appraisal of abilities related to these teaching principles.

- Teacher Satisfaction Questionnaire--produces three scores to indicate degree of intrinsic, extrinsic, and general job satisfaction for each group.

- Teacher Satisfactoriness Scales--produces rating scores on performance, conformance, dependability, personal adjustment, and general satisfactoriness on the job.

Testing Procedures

In the fall testing phase in November, 1971, the Evaluation Consultant from the Research Division and an assistant traveled to each of the seven local projects to administer the Teacher Satisfaction Questionnaire and the Teacher Attitude Survey to the sample groups of B-2 New teachers and A - 0 teachers at each project. The sessions were held at a centrally located school or the central school office and total testing time was about 1-1/2 hours at each project. The answer sheets and instruments were collected and brought back to the Division for processing.

A similar format was followed for the spring testing sessions; however, the procedures took about one full day per project. A three-hour session was held in the morning, during which time the principals of those personnel in the sample groups were oriented to the purposes of the evaluation and to their role in it. They were trained in the use of the three instruments on which they were to rate their sample

teachers and were provided pre-addressed envelopes to ensure the return of their responses to the Evaluation Consultant within two weeks. It was anticipated that each principal would spend a total of 35 minutes on the instruments for each staff member who was to be rated and another 30 minutes preparing his Teacher as a Person minimal acceptable levels. The three instruments he prepared were: The Teacher as a Person, The Teacher as an Operative, and The Teacher Satisfactoriness Scale.

A three-hour testing session was then conducted with the teachers and aides participating from that project. Substitute teacher pay was provided by the State to allow the teachers to attend the session and not be penalized in salary or disrupted classes. The teachers were then given the four instruments, one at a time, on an untimed basis. They were oriented to each test before taking it and were assured of complete anonymity of their responses. The four instruments they took were: The Teacher Attitude Survey, The Teacher Satisfaction Questionnaire, The Teaching Behaviors Inventory, and The Teacher as an Operative. The answer sheets were collected with the instruments and brought back to Raleigh for processing.

Analysis and Findings

The data analyses were conducted mainly by personnel in the Division of Research on nearby computer facilities. It involved a detailed coding and key-punching process, and the varied analyses were done separately for each instrument. The results are reported separately for each instrument in the following six sections. Although some preliminary investigation has already been done regarding the inter-relationships of the instruments' results, such information is not ready for release at this time.

THE TEACHER AS A PERSON

It is believed by many that there are certain qualities or capabilities of a good educator which cannot necessarily be taught or learned by just anyone. This instrument was developed as an indicator of the importance which certain of these personality characteristics or "talents" have for an educator. It contains twenty-three such characteristics which are believed important in the teaching profession according to the available literature on teacher assessment.

There are two forms of the instrument, both of which are filled out by the person who is rating a given educator. Both forms are filled out in an identical manner, requiring the rater to mark his ratings on the normal curve distribution which is drawn beside each talent. This "normal curve distribution" represents the degree or amount of that talent among all the educators the rater has known. On one form, the rater indicates the point in the normal distribution of that talent below which a person would be unacceptable to him as an educator because of his deficiency in that area -- that is, a cut-off level. On the other form he indicates where the person <u>being rated</u> lies in this normal distribution of that particular characteristic.

For example, if a rater were to mark as his cut-off level the 20th percentile on the normal curve diagram beside the trait, "Motivation, Desire to Do Well," and if he were then to rate a given teacher at the 70th percentile on that same trait, he would be saying the following:

> . 20% of the educators he has known are lacking enough in motivation and desire to do well that it is unacceptable for their profession. Stated another way, in the judgment of the rater, the educators who fell below this cut-off were seriously impaired in their instructional ability because of a lack of this talent.

- This particular teacher is in the top 30% of the educators the rater has known in terms of her motivation and desire to do well -- above average.

- 50% of the educators the rater has known have less motivation than this teacher does but still have an acceptable amount of it to be in the profession.

In this study, the school principal was the rater for all teachers in his school who had been randomly selected to be in the sample.

The following four tables have been designed to illustrate the results obtained with this instrument and facilitate comparisons between the B-2 New group and each of the other five groups. The tables present 1) principals' cut-off percentiles and group means by item, 2) differences between cut-offs and means by item, 3) total scores and ranges by group, and 4) item ranks by group.

RESULTS

General Comments

On these personal qualities, the greatest observed difference lies between the two groups of A-certified experienced teachers. All other sample groups averaged ratings between these two mean end points of the actual score continuum, 54.3-71.6 (see Table P-I).

All groups averaged substantially higher on each item than the minimal cut-off criterion percentile. In fact, the closest item mean for any group was about 27 percentile points above this minimum acceptable level (see Table P-II).

Table P-IV illustrates in the column ranking the minimum level the importance which the principals placed on the various traits. The higher the cut-off percentile, the rarer and more valuable is the trait for educators.

TABLE P-I

THE TEACHER AS A PERSON

PRINCIPALS' MINIMUM ACCEPTANCE LEVELS AND TEACHER RATINGS BY TALENT

February, 1972

TALENTS	MINIMUM ACCEPTANCE LEVEL CUT-OFF VALUE	MEAN PERCENTILE RATINGS BY				
		AIDES	A - 0	B-2 NEW	B-2 OLD	EXPER
1. Interest in Subject	19.2	57.2	66.7	63.2	60.4	54
2. Knowledge of Subject Matter	18.3	51.4	67.0	59.9	59.9	51
3. Knowl. of Teaching Profession	15.2	42.5	57.6	51.6	53.6	52
4. Ability to Relate to Other Cultures	17.5	50.2	60.9	56.0	57.2	50
5. Judgment Ability to Anticipate Consequences	16.7	48.4	59.5	52.9	54.8	49
6. Intelligence	18.6	56.4	71.1	64.0	62.3	59
7. Attitude Toward Teaching	20.1	58.6	72.0	66.0	61.9	54
8. Motivation, Desire to Do Well	19.9	59.9	73.6	66.8	63.0	54
9. Value Syst., Prof. Ethics, Morals	16.9	61.4	73.6	67.9	66.4	57
10. Personal Magnetism, Buoyance, Charm	16.2	57.5	64.7	59.6	58.2	44
11. Thoughtfulness, Courtesy, Cooperativeness, Considerateness	16.4	62.4	68.9	64.7	60.2	54
12. Fairness, Objectivity, Reliability	19.1	61.9	66.8	62.1	60.9	55
13. Energy, Enthusiasm, Drive	18.8	59.0	67.9	59.4	60.0	52
14. Physical Fitness, Good Health	15.8	62.5	71.9	62.5	61.9	59

TABLE P-I

THE TEACHER AS A PERSON

CIPALS' MINIMUM ACCEPTANCE LEVELS AND TEACHER RATINGS BY TALENT

February, 1972

	MINIMUM ACCEPTANCE LEVEL CUT-OFF VALUE	MEAN PERCENTILE RATINGS BY TEACHER GROUP					
		AIDES	A - 0	B-2 NEW	B-2 OLD	EXPERIENCED 1	EXPERIENCED 2
	19.2	57.2	66.7	63.2	60.4	54.0	78.0
Matter	18.3	51.4	67.0	59.9	59.9	51.8	76.1
rofession	15.2	42.5	57.6	51.6	53.6	52.1	74.6
Other	17.5	50.2	60.9	56.0	57.2	50.0	70.3
ces	16.7	48.4	59.5	52.9	54.8	49.7	67.7
	18.6	56.4	71.1	64.0	62.3	59.5	74.9
ning	20.1	58.6	72.0	66.0	61.9	54.0	77.0
Do Well	19.9	59.9	73.6	66.8	63.0	54.4	76.2
hics,	16.9	61.4	73.6	67.9	66.4	57.1	75.2
Buoyance,	16.2	57.5	64.7	59.6	58.2	44.1	65.6
esy, siderate-	16.4	62.4	68.9	64.7	60.2	54.8	70.4
, Reli-	19.1	61.9	66.8	62.1	60.9	55.3	70.2
rive	18.8	59.0	67.9	59.4	60.0	52.0	72.2
d Health	15.8	62.5	71.9	62.5	61.9	59.5	64.8

TABLE P-I (cont.)

THE TEACHER AS A PERSON

PRINCIPALS' MINIMUM ACCEPTANCE LEVELS AND TEACHER RATINGS BY TALENT

February, 1972

TALENTS	MINIMUM ACCEPTANCE LEVEL CUT-OFF VALUE	MEAN PERCENTILE RATINGS BY TE				
		AIDES	A - O	B-2 NEW	B-2 OLD	EXPERI
15. Attire, Dress, Cleanliness	14.5	66.1	72.1	62.2	69.1	59
16. Physical Appearance	13.8	63.5	69.5	62.9	67.1	57
17. Patience	17.5	62.2	66.5	62.8	61.2	58
18. Sympathy with Student, Empathy	18.2	60.8	66.6	61.4	60.6	58
19. Reinforces Effort of Students and Other Staff, Praise	17.6	58.5	64.7	60.5	57.6	53
20. Sense of Humor	16.5	58.1	63.2	57.4	58.2	51
21. Orderliness	15.8	61.5	62.0	54.6	54.8	53
22. Speech Free of Distractions, Pleasantness of Tone	15.6	60.4	68.8	61.8	63.5	53
23. Communicates Effectively	17.5	61.3	67.7	62.2	62.0	54
Sum of Talent Means	395.7	1341.7	1543.3	1402.4	1394.8	1248
Overall Talent Mean	17.2	58.3	67.1	61.0	60.6	54
	N = 73	N =31	N=47	N = 40	N = 37	N =

TABLE P-I (cont.)

THE TEACHER AS A PERSON

PALS' MINIMUM ACCEPTANCE LEVELS AND TEACHER RATINGS BY TALENT

February, 1972

	MINIMUM ACCEPTANCE LEVEL	MEAN PERCENTILE RATINGS BY TEACHER GROUP					
	CUT-OFF VALUE	AIDES	A - O	B-2 NEW	B-2 OLD	EXPERIENCED 1	EXPERIENCED 2
ness	14.5	66.1	72.1	62.2	69.1	59.8	72.2
	13.8	63.5	69.5	62.9	67.1	57.7	67.4
	17.5	62.2	66.5	62.8	61.2	58.1	68.3
	18.2	60.8	66.6	61.4	60.6	58.0	71.5
tudents se	17.6	58.5	64.7	60.5	57.6	53.4	67.9
	16.5	58.1	63.2	57.4	58.2	51.2	68.1
	15.8	61.5	62.0	54.6	54.8	53.5	70.4
tions,	15.6	60.4	68.8	61.8	63.5	53.6	73.6
ly	17.5	61.3	67.7	62.2	62.0	54.5	73.4
	395.7	1341.7	1543.3	1402.4	1394.8	1248.1	1646.0
	17.2	58.3	67.1	61.0	60.6	54.3	71.6
	N = 73	N =31	N=47	N = 40	N = 37	N = 21	N = 24

TABLE P-II

THE TEACHER AS A PERSON

DIFFERENCE BETWEEN MINIMUM ACCEPTANCE LEVEL AND GROUP AVERAGE BY TALENT

February, 1972

TALENTS	MINIMUM ACCEPTANCE LEVEL CUT-OFF VALUE	GROUP AVERAGE MINUS MINIMUM A				
		AIDES	A - O	B-2 NEW	B-2 OLD	EXPE
1. Interest in Subject	19.2	38.0	47.5	44.0	41.2	
2. Knowledge of Subject Matter	18.3	33.1	48.7	41.6	41.6	
3. Knowl. of Teaching Profession	15.2	27.3	42.4	36.4	38.4	
4. Ability to Relate to Other Cultures	17.5	32.7	43.4	38.5	39.7	
5. Judgment Ability to Anticipate Consequences	16.7	31.7	42.8	36.2	38.1	
6. Intelligence	18.6	37.8	52.5	45.4	43.7	
7. Attitude Toward Teaching	20.1	38.5	51.9	45.9	41.8	
8. Motivation, Desire to Do Well	19.9	40.0	53.7	46.9	43.1	
9. Value Syst., Prof. Ethics, Morals	16.9	44.5	56.7	51.0	49.5	
10. Personal Magnetism, Buoyance, Charm	16.2	41.3	48.5	43.4	42.0	
11. Thoughtfulness, Courtesy, Cooperativeness, Considerateness	16.4	46.0	52.5	48.3	43.8	
12. Fairness, Objectivity, Reliability	19.1	42.8	47.7	43.0	41.8	
13. Energy, Enthusiasm, Drive	18.8	40.2	49.1	40.6	41.2	
14. Physical Fitness, Good Health	15.8	46.7	56.1	46.7	46.1	

TABLE P-II

THE TEACHER AS A PERSON

ERENCE BETWEEN MINIMUM ACCEPTANCE LEVEL AND GROUP AVERAGE BY TALENT

February, 1972

	MINIMUM ACCEPTANCE LEVEL	GROUP AVERAGE MINUS MINIMUM ACCEPTANCE LEVEL					
	CUT-OFF VALUE	AIDES	A - O	B-2 NEW	B-2 OLD	EXPERIENCED 1	EXPERIENCED 2
	19.2	38.0	47.5	44.0	41.2	34.8	58.8
Matter	18.3	33.1	48.7	41.6	41.6	33.5	57.8
ofession	15.2	27.3	42.4	36.4	38.4	36.9	59.4
Other	17.5	32.7	43.4	38.5	39.7	32.5	52.8
es	16.7	31.7	42.8	36.2	38.1	33.0	51.0
	18.6	37.8	52.5	45.4	43.7	40.9	56.3
ing	20.1	38.5	51.9	45.9	41.8	33.9	56.9
Do Well	19.9	40.0	53.7	46.9	43.1	34.5	56.3
hics,	16.9	44.5	56.7	51.0	49.5	40.2	58.3
uoyance,	16.2	41.3	48.5	43.4	42.0	27.9	49.4
esy, derate-	16.4	46.0	52.5	48.3	43.8	38.4	54.0
, Reli-	19.1	42.8	47.7	43.0	41.8	36.2	51.1
rive	18.8	40.2	49.1	40.6	41.2	33.2	53.4
d Health	15.8	46.7	56.1	46.7	46.1	43.7	49.0

TABLE P-II (cont.)

THE TEACHER AS A PERSON

DIFFERENCE BETWEEN MINIMUM ACCEPTANCE LEVEL AND GROUP AVERAGE BY TALENT

February, 1972

TALENTS	MINIMUM ACCEPTANCE LEVEL	GROUP AVERAGE MINUS MINIMUM A				
	CUT-OFF VALUE	AIDES	A - Q	B-2 NEW	B-2 OLD	EXPER
15. Attire, Dress, Cleanliness	14.5	51.6	57.6	47.7	54.6	4
16. Physical Appearance	13.8	49.7	55.7	49.1	53.3	4
17. Patience	17.5	44.7	49.0	45.3	43.7	4
18. Sympathy with Student, Empathy	18.2	42.6	48.4	43.2	42.4	3
19. Reinforces Effort of Students and Other Staff, Praise	17.6	40.9	47.1	42.9	40.0	3
20. Sense of Humor	16.5	41.6	46.7	40.9	41.7	3
21. Orderliness	15.8	45.7	46.2	38.8	39.0	3
22. Speech Free of Distractions, Pleasantness of Tone	15.6	44.8	53.2	46.2	47.9	4
23. Communicates Effectively	17.5	43.8	50.2	44.7	44.5	
Average of Overall Talent Difference	17.2	41.1	48.6	43.6	42.1	

TABLE P-II (cont.)

THE TEACHER AS A PERSON

RENCE BETWEEN MINIMUM ACCEPTANCE LEVEL AND GROUP AVERAGE BY TALENT

February, 1972

	MINIMUM ACCEPTANCE LEVEL	GROUP AVERAGE MINUS MINIMUM ACCEPTANCE LEVEL					
	CUT-OFF VALUE	AIDES	A - O	B-2 NEW	B-2 OLD	EXPERIENCED 1	EXPERIENCED 2
ness	14.5	51.6	57.6	47.7	54.6	45.3	57.7
	13.8	49.7	55.7	49.1	53.3	43.9	53.6
	17.5	44.7	49.0	45.3	43.7	40.6	50.8
	18.2	42.6	48.4	43.2	42.4	39.8	53.3
tudents e	17.6	40.9	47.1	42.9	40.0	35.8	50.3
	16.5	41.6	46.7	40.9	41.7	34.7	51.6
	15.8	45.7	46.2	38.8	39.0	37.7	54.6
tions,	15.6	44.8	53.2	46.2	47.9	38.0	58.0
ly	17.5	43.8	50.2	44.7	44.5	37.0	55.9
ent	17.2	41.1	48.6	43.6	42.1	37.1	54.4

TABLE P-III

THE TEACHER AS A PERSON

SIMPLE STATISTICS ON MEAN PERCENTILE RANKINGS OF PRINCIPALS AND RANGE OF INDIVIDUAL SCORES BY TEACHER GROUP

February, 1972

GROUP	N	SUM of TALENT MEANS*	S. D.	RANGE OF INDIVIDUAL SCORES* LOW	HIGH
AIDES	31	1342	423	303	1926
A - O	47	1543	328	635	2088
B-2 NEW	40	1402	368	515	2043
B-2 OLD	37	1395	429	126	2085
EXPERIENCED$_1$	21	1248	405	328	1915
EXPERIENCED$_2$	24	1646	270	1125	2138
				396* Minimum Acceptable	2277* Maximum Possible

* Obtained in this way:

Total # items = 23

Maximum percentile rank on each = 99

23 X 99 = 2277

Average minimum acceptance level (cut-off) = 17.2

17.2 X 23 = 396

TABLE P-IV

THE TEACHER AS A PERSON

ITEM RANK BY GROUP FROM HIGHEST (1) TO LOWEST (23)

February, 1972

TALENTS	MINIMUM ACCEPTANCE LEVEL (CUT-OFF)	AIDES	A - 0	B-2 NEW	B-2 OLD	EXPERIENCED 1	EXPERIENCED 2
1. Interest in Subject	3	18	14	6	13	12.5	1
2. Knowledge of Subject Matter	7	20	12	16	16	19	4
3. Knowl. of Teaching Profession	21	23	23	23	23	17	7
4. Ability to Relate to Other Cultures	12	21	21	20	20	21	15
5. Judgment Ability to Anticipate Consequences	14	22	22	22	21	22	20
6. Intelligence	6	19	6	5	6	2	6
7. Attitude Toward Teaching	1	14	4	3	8.5	12.5	2
8. Motivation, Desire to Do Well	2	12	1.5	2	5	11	3
9. Value Syst., Prof. Ethics, Morals	13	8	1.5	1	3	7	5
10. Personal Magnetism, Buoyance, Charm	17	17	18	17	17	23	22
11. Thoughtfulness, Courtesy, Cooperativeness, Considerateness	16	4	8	4	14	9	13.5
12. Fairness, Objectivity, Reliability	4	6	13	12	11	8	16
13. Energy, Enthusiasm, Drive	5	13	10	18	15	18	10
14. Physical Fitness, Good Health	19.5	3	5	9	8.5	3	23

TABLE P-IV (cont.)

THE TEACHER AS A PERSON

ITEM RANK BY GROUP FROM HIGHEST (1) TO LOWEST (23)

February, 1972

TALENTS	MINIMUM ACCEPTANCE LEVEL (CUT-OFF)	AIDES	A - 0	B-2 NEW	B-2 OLD	EXPERIENCED 1	EXPERIENCED 2
15. Attire, Dress, Cleanliness	22	1	3	10.5	1	1	11
16. Physical Appearance	23	2	7	7	2	6	21
17. Patience	10.5	5	16	8	10	4	17
18. Sympathy with Student, Empathy	8	10	15	14	12	5	12
19. Reinforces Effort of Students and Other Staff, Praise	9	15	17	15	19	16	19
20. Sense of Humor	15	16	19	19	18	20	18
21. Orderliness	18.5	7	20	21	22	15	13.5
22. Speech Free of Distractions, Pleasantness of Tone	20	11	9	13	4	14	8
23. Communicates Effectively	10.5	9	11	10.5	7	10	9

The twelve most highly rated, in order, are as follows:

1 - Attitude toward teaching
2 - Motivation, desire to do well
3 - Interest in subject
4 - Fairness, objectivity, reliability
5 - Energy, enthusiasm, drive
6 - Intelligence
7 - Knowledge of subject matter
8 - Sympathy with student, empathy
9 - Reinforces effort of students and other staff, praise
10.5 - Patience
10.5 - Communicates effectively
12 - Ability to relate to other cultures

Comparative Comments

B-2 New vs. Aides.

. The B-2 New teachers averaged higher ratings on the personal traits than did the Aides (overall: 61.0 vs. 58.3).

. Out of 23 traits there were only four on which the aides had higher values. The four with their associated minimum acceptance level rankings are presented in order of magnitude:

- Orderliness (18.5)
- Attire, dress, cleanliness (22)
- Physical appearance (23)
- Sense of humor (15)

The lesser importance of these items, in the judgment of these principals, on which the Aides out-ranked the B-2 New teachers should be noted.

. On the items in which the B-2 New teachers surpassed the Aides, the difference in percentiles averaged 4.03. On the four items in which the Aides surpassed the B-2 New teachers, the difference averaged 3.02 percentiles, the majority of this average difference being due to the scores on "orderliness."

. The standard deviation for the B-2 New scores was lower than that of the Aides -- 368 vs. 423 -- meaning that there was less variation in the B-2 New teachers' scores. In addition, the range for the B-2 News was higher but narrower than that of the Aides.

. In the ranking of item scores for the two groups, there were five traits on which there was a difference of at least ten steps. They were:

Item	Aides' Rank	B-2 New Rank	"Cut-Off" Rank
Interest in Subject	18	6	3
Intelligence	19	5	6
Attitude Toward Teaching	14	3	1
Motivation, Desire to Do Well	12	2	2
Orderliness	7	21	18.5

It should be noted above that in all these cases the B-2 New teachers' rank most closely approximated the competency ranks assigned by the raters.

B-2 New vs. A - O.

. The A - O's were rated better on every item than the B-2 News and averaged six percentile points higher on the whole instrument.

. Both groups, however, averaged substantially higher than the minimum acceptable level.

. Of all the groups, the A - O's scored second highest -- next to the most successful, experienced teacher group.

. The A - O group's standard deviation was lower than that of the B-2 New group. Also, its score range was higher and narrower.

. The item rankings for the two groups were very similar, the greatest difference being eight steps on "interest in subject," "patience," and "energy, enthusiasm, and drive." On the first two of these items, the B-2 New teachers more closely approximated the minimum competency level rankings.

B-2 New vs. B-2 Old.

. The scores of these two groups were more similar than those of any other groups, both averaging just above the 60th percentile. They averaged only 0.4 points difference on the items, the B-2 News being slightly higher.

- Both groups averaged over 40 percentiles higher than the minimum competency level percentiles.
- Both the standard deviation and range of the B-2 Old group were greater than those of the B-2 New group.
- In item rankings, the items with the greatest difference for the two groups were as follows:

Item	B-2 Old Rank	B-2 New Rank	Cut-Off Rank
Interest in Subject	13	6	3
Thoughtfulness, Courtesy, etc.	14	4	16
Attire, Dress, Cleanliness	1	10.5	22
Speech Free of Distractions, etc.	4	13	20

In three of these, the B-2 New group was closer to the cut-off ranking.

B-2 New vs. Experienced Groups.

- In item means, the B-2 New teachers fell midway between the two groups of experienced teachers, showing that they held their own among these criterion groups of A-certified, experienced teachers who went through traditional training programs.
- Likewise, the standard deviation and range end-points of the B-2 New group fell between those of the experienced groups.
- The only item in which the B-2 New group mean did not fall between the means of the two experienced groups was "Knowledge of teaching profession," which is certainly enhanced through experience and as an important trait was ranked very low (21) by the principals.

SUMMARY

The Teacher As A Person revealed that the B-2 New teachers score well within an acceptable range on the personal traits which were measured. Although they did not rate quite so high as the A - O's, they scored better than the aides and between the groups of teachers traditionally trained, certified, and experienced in the profession.

THE TEACHER AS AN OPERATIVE

Teacher training programs typically include at least a minimal amount of instruction in the use of the various types of audio-visual equipment and other teaching aids and in the keeping of certain records and reports. These "method" techniques generally do not require any particular prior knowledge, talents, or capabilities. Because they are often considered an important component of the teaching profession, this instrument was developed to measure the "operative" area for the B-2 teacher evaluation study.

The Teacher as an Operative was written in two nearly identical forms, one to be completed by each teacher and aide in the sample groups and the other to be filled out by the school principal. The first form asked that the teacher or aide rate both "most people at my school" and "me" on a 7-point scale for each of 42 operational-type items. They were asked to leave blank those items with which they were not familiar. The second form asked that the principal, who was acting as a rater, rate both "most people at my school" and each participating teacher or aide on identical scales and items. The teacher and principal were to consider all the educators they knew when establishing their ratings.

An example of each form follows:

Rater Form:

Most People at My School	Operate a(n)	Teacher
Worst Avg. Best		
1 2 (3) 4 5 6 7	movie projector	1 2 3 4 (5) 6 7
1 2 3 (4) 5 6 7	record player	1 2 3 (4) 5 6 7

Teacher Form:

Most People at My School	Operate a(n)	Me
1 2 3 (4) 5 6 7	movie projector	1 2 (3) 4 5 6 7
1 2 3 4 (5) 6 7	record player	1 2 3 (4) 5 6 7

Interpretation:

The principal of this particular teacher has indicated:

- Most people at his school are low average in their ability to operate a movie projector, but this one teacher is above average in this ability.
- Most of his teachers are average in operating a record player, and this teacher's ability is at the same level as her peers.

The teacher herself has indicated:

- She feels most of her peers are average in operating a movie projector, but she is slightly worse at it.
- Most of her fellow teachers at her school are slightly above average at operating a record player, and she is an average record player operator.

This technique indicates that there are discrepancies in perception between the two groups who marked the instruments -- the teachers and principals. These discrepancies, in addition to the differences between sample groups, form the text of the results section for this instrument.

For convenience in analyzing the results, the instrument was divided into three sections of items. They are:

Section I: Operate a(n)

1. movie projector
2. record player
   tape recorder:
3. reel-to-reel
4. cartridge
5. cassette
6. filmstrip projector/
7. with record
8. with tape
9. overhead projector
10. opaque projector
11. slide projector
12. programmed instruction machine
13. video tape recorder
14. filmloop projector
15. thermal copier
16. mimeograph
17. spirit duplicator
18. 35 mm slide camera
19. drymount press/ laminator
20. film splicer

Section II: Use or Make Use of

1. standardized tests
2. lesson plans
3. transparency markers
4. graphics and displays such as maps, charts, globes
5. chalkboard
6. periodicals
7. textbook
8. television
9. bulletin boards
10. programmed instruction text
11. dial access system
12. computer assisted instruction

Section III: Keep Records and Make Reports on

1. attendance
2. books
3. insurance
4. bus
5. cumulative folders
6. report cards
7. anecdotal records
8. behavioral paragraphs
9. case studies
10. blue sheets

To aid the reader in interpreting the charts accompanying this section of the report, the following summary information on the instrument is offered:

SECTION	# ITEMS	POSSIBLE SECTION SCORE RANGE	MIDPOINT OR "AVERAGE" SCORE	POSSIBLE ITEM SCORE RANGE
I	20	0 - 140	80	0 - 7
II	12	0 - 84	48	0 - 7
III	10	0 - 70	40	0 - 7
Total	42	0 - 294	163	0 - 7

MAXIMUM NUMBER OF RESPONDENTS TO INSTRUMENT[1]:

	Aides	A - 0	B-2 New	B-2 Old	Experienced$_1$	Experienced$_2$
Instructors	46	43	49	44	43	49
Their Principals	35	45	38	36	45	47

[1] For various reasons, not every instructor nor the principal of every instructor was able to complete the instrument. Because the instruments were not matched for analysis, this was not considered detrimental to the results.

The following two tables serve to present the section and total instrument results by group and rater. The first table compares the principals' ratings of their teachers with their teachers' ratings of themselves. Differences in these ratings are also calculated. The second table illustrates the teachers' ratings of themselves vs. their peers at their school. The different treatments for blank responses on the two tables accounts for the difference in the reported teacher self-ratings (see footnotes on both tables). Noteworthy group differences on particular item means will be discussed throughout the "Comparative Comments" section which follows. (For the present report, no analyses were done on the section of the rater or principal's form called "most people at my school.")

RESULTS

General Comments

Table O-I shows that generally when the principals rated their teachers in the samples against all the educators they had known, their teachers were low average in their operative abilities whereas the teachers rated themselves slightly better. The group consistently rating themselves closest to the principals' ratings of them was one of the experienced groups, -- the group that has performed better on the evaluation instruments, whereas the other experienced group consistently rated themselves the farthest above the principals' ratings.

Table O-II shows that the teachers typically considered themselves better at these skills than their peers. The two experienced groups rated themselves highest and one of these groups consistently ranked their peers lowest. Item means on the teacher form show that they feel they and their peers are slightly above average in the skills listed.

TABLE O-I

THE TEACHER AS AN OPERATIVE

MEAN RATINGS BY GROUP AND RATERS[1/]

February, 1972

	GROUP					
	Aides	A - O	B-2 New	B-2 Old	Experienced$_1$	Experienced$_2$
Section I						
Principals' ratings	68.0	62.6	60.9	63.1	59.1	71.6
Teachers' self ratings	76.5	78.4	68.3	76.7	79.0	74.3
difference	*8.5*	*15.8*	*7.4*	*13.6*	*19.9*	*2.7*
Section II						
Principals' ratings***	34.9	42.2	41.1	43.1	37.9	51.2
Teachers' self ratings	44.2	50.3	46.4	50.1	49.7	51.6
difference	*9.3*	*8.1*	*5.3*	*7.0*	*11.8*	*0.4*
Section III						
Principals' ratings**	29.0	34.8	34.5	32.0	31.0	39.4
Teachers' self ratings **	28.9	37.7	32.2	37.8	37.2	38.0
difference	*-0.1*	*2.9*	*-2.3*	*5.8*	*6.2*	*-1.4*
Total Instrument						
Principals' ratings	129.4	137.2	133.9	138.3	128.1	157.9
Teachers' self ratings *	146.1	166.4	146.2	162.8	164.2	163.9
difference	*16.7*	*29.2*	*12.3*	*24.5*	*36.1*	*6.0*

[1/] In calculating these ratings, blanks on particular items were treated as blanks instead of being omitted, thereby lowering the overall scores.

*Differences in ratings of groups on this row significant at .05 level.

**Differences in ratings of groups on this row significant at .01 level.

***Differences in ratings of groups on this row significant at .001 level.

TABLE O-II

THE TEACHER AS AN OPERATIVE

TEACHER AVERAGE RATINGS OF SELVES AND ALL OTHER OTHER TEACHERS AT THEIR SCHOOL[1/]

February, 1972

	GROUP					
SECTION I	Aides	A - O	B-2 New	B-2 Old	Experienced$_1$	Experienced$_2$
Self-ratings:						
Section	96.1	90.7	85.4	90.5	93.2	91.7
Item	4.8	4.5	4.3	4.5	4.7	4.6
Ratings of Others:						
Section	86.2	82.4	79.6	72.8	80.4	72.5
Item	4.3	4.1	4.0	3.6	4.0	3.6
SECTION II						
Self-ratings:						
Section	56.4	50.5	49.0	52.3	53.2	52.5
Item	4.7	4.2	4.1	4.4	4.4	4.4
Ratings of Others:						
Section	56.7	46.9	48.6	46.9	49.4	45.0
Item	4.7	3.9	4.0	3.9	4.1	3.8
SECTION III						
Self-ratings:						
Section	51.2	48.2	46.8	50.9	51.4	52.8
Item	5.1	4.8	4.7	5.1	5.1	5.3
Ratings of Others:						
Section	55.3	46.4	47.9	45.9	45.9	44.7
Item	5.5	4.6	4.8	4.6	4.6	4.5
TOTAL INSTRUMENT						
Self-ratings:						
Inst.	203.7	189.4	181.2	193.7	197.8	197.0
Item	4.8	4.5	4.3	4.6	4.7	4.7
Ratings of Others:						
Inst.	198.2	175.7	176.1	165.6	175.7	162.2
Item	4.7	4.2	4.2	3.9	4.2	3.9

1/ Calculations of these ratings omitted blanks rather than counting them as zeros.

Item means show that the teachers feel both they and their peers are best at the items in Section III and worst at those in Section II.

TOTAL GROUP ITEM MEANS

	Section I	Section II	Section III
Teacher self-ratings	4.53	4.27	4.96
Teacher ratings of peers	4.00	3.88	4.72

The items on which the teachers averaged rating themselves highest and lowest, and those on which they averaged rating their peers highest and lowest are listed below with the item means in parentheses:

Teacher self-ratings:

Highest

record player (6.18)
tape recorder-cassette (5.28)
filmstrip projector (5.77)
filmstrip projector w/record (5.88)
mimeograph (5.21)
spirit duplicator (5.46)
chalkboard (5.45)
textbook (5.21)
attendance records (5.87)
cumulative folders (5.50)
report cards (5.65)
blue sheets (5.64)

Lowest

programmed instruction machine (3.31)
video tape recorder (3.07)
filmloop projector (3.58)
35 mm slide camera (3.48)
drymount press/laminator (3.22)
film splicer (2.99)
dial access system (2.14)
computer assisted instruction (2.19)
case studies (3.53)

Teacher ratings of others:

Highest

record player (5.67)
filmstrip projector (5.19)
spirit duplicator (5.50)
chalkboard (5.41)
textbook (5.40)
attendance records (5.40)
insurance records (5.20
blue sheets (5.43)

Lowest

video tape recorder (2.89)
filmloop projector (3.31)
35 mm slide camera (3.02)
drymount press/laminator (2.48)
film splicer (2.41)
graphics and displays (2.41)
dial access system (2.00)
computer assisted instruction (2.00)
case studies (3.36)

Comparative Comments

B-2 New vs. Aides.

- The B-2 New teachers were generally rated higher by their principals than the Aides were. The exception is on Section I. Both groups were rated low average.
- Both groups rated themselves slightly better than their principals did overall, but both groups underrated themselves on Section III.
- Both groups rated their peers very close to themselves, closer than any other groups did.
- Both groups rated others higher than themselves on Section III.
- The aides apparently are better trained in the use of teaching machinery than most other groups but are not so well versed in the other areas rated.

B-2 New vs. A - O.

- The A - O's were rated about 1 point higher than the B-2 News on each of the three sections of the instrument -- a very negligible difference.
- The A - O's consistently overrated themselves when compared to the principals' rating, by several points more than the B-2 News did.
- The A - O scores typically fell just between those of the B-2 New and B-2 Old groups.
- Both groups rated others at their school lower than themselves, but the B-2 New teachers rated others only 5 points below themselves on the total instrument whereas the difference in ratings by the A - O's was 14 points.
- Item means show that both groups consider both themselves and their peers slightly above the average score of 4.

B-2 New vs. B-2 Old.

- The B-2 Old group was generally rated slightly above the B-2 New group by the principals. Section III was the exception.
- The B-2 New teachers were consistently closer in their self-ratings to the principals' ratings of them than the B-2 Old teachers were.
- The B-2 News rated their peers higher than the B-2 Olds did.

- The B-2 Olds rated themselves further above the B-2 News than the principals did.
- Both groups felt they were slightly above average in abilities but the principals rated them low average.

B-2 New vs. Experienced Groups.

- The B-2 New teachers were rated by their principals as between the two groups of experienced teachers but they rated themselves lower than either of the other groups did.
- On the total instrument, the B-2 News rated their peers higher than either experienced group did.
- The B-2 New teachers rated themselves closer to their peers than the experienced groups did.
- The experienced group which received higher ratings from their principals than any other group also rated itself most accurately. The B-2 New group was next closest in accuracy among all groups. The other experienced group was least accurate.

SUMMARY

The Teacher As An Operative revealed that there are discrepancies between the way the principals rate their teachers in these skills and the way the teachers rate themselves. The B-2 teachers were the second most accurate group in their self-ratings and they were second highest in their overall ratings of their peers. All the data indicate that in these operative skills the B-2 teachers are about as adequate as the other groups are.

TEACHER ATTITUDE SURVEY

This instrument has been described in detail in a previous section of this report. To review, it is composed of 86 statements related to educational philosophy, which are scored 1-5 (strongly disagree, disagree, undecided, agree, strongly agree). Scores are reported for nine scales: subject matter emphasis, personal adjustment ideology, student autonomy, teacher direction, emotional disengagement, consideration of student viewpoint, classroom order, student challenge, and integrative learning.

Each item is included in one or more of the nine scales, and the higher the item mean score on a scale, the more in agreement with the scale concepts are the respondents. The items on each scale are as follows:

SCALE	ITEMS	SCALE CONCEPT
1. Subject Matter Emphasis:	1-13, 20,21,67,68	Subject-matter content of a course has educational value in and of itself.
2. Personal Adjust. Ideology:	14-28, 34	Instruction organized around student interest.
3. Student Autonomy:	29-48, 61, 63, 66	Control of learning processes has with students.
4. Teacher Direction:	29-48, 61, 63, 66	Control of learning processes has with teacher.
5. Emotional Disengagement:	27, 49-51	Teacher should maintain certain social distance.
6. Consideration of Student Viewpoint:	26, 27, 52-59	Teacher should be sensitive to feelings of students.
7. Classroom Order:	8, 48,60-68,73,74, 81	Best learning occurs with strong classroom order.
8. Student Challenge:	32, 69-74	Students should receive challenging tasks.
9. Integrative Learning:	35,55,59,75-86	Learning should emphasize relationships rather than facts.

This instrument was chosen for use in this study because of its ability to detect differences among groups in their attitudes toward various educational philosophies. It was believed that the B-2 New teachers would go through various changes in their educational attitudes as they progressed through their training programs and their first year of teaching. In order to detect what changes took place when, they were therefore tested at the beginning and end of their summer training programs, at the beginning of the school year (Nov., 1971), and in the spring of the school year (Feb., 1972).

For comparison purposes, the other group of new teachers, the traditionally trained and A-certified A - 0 teachers, were also tested both in the fall and in the spring of their first full school year of teaching. In addition, the teachers and aides in the other sample groups were all tested at the same time in the spring of the same school year so that differences in attitude among all groups might be detected after at least one year of classroom experience.

The following tables have been designed to present the results for 1) all testings of B-2 New teachers, 2) fall testing of B-2 News and A - O's, and 3) spring testing of all groups. The findings will be discussed in that order.

RESULTS

Comments on B-2 New Teachers -- All Testings

For an in-depth discussion of the results of the summer pre-and post-tests for the B-2 New teachers, refer to the previous section describing the results of all tests administered during the summer of 1971.

To review, these teachers increased significantly in their agreement with the following five scale concepts during their summer training programs:

Personal Adjustment Ideology
Emotional Disengagement
Consideration of Student Viewpoint
Student Challenge
Integrative Learning

TABLE A-I

TEACHER ATTITUDE SURVEY
B-2 NEW TEACHERS' ITEM MEANS BY SCALE
FOR ALL TESTINGS

		Summer Pre-test, 1971		Summer Post-test, 1971		Nov., 1971	Feb., 1972
		N = 149		N = 142		N = 41	N = 49
1.	Subject Matter Emphasis	2.92		2.96		2.94	2.81
2.	Personal Adjustment Ideology	3.70	**	3.86		3.85	3.78
3.	Student Autonomy	2.96		3.00		2.96	2.99
4.	Teacher Direction	3.04		2.99		3.04	3.01
5.	Emotional Disengagement	2.44	**	2.80	*	2.51	2.48
6.	Consideration of Student Viewpoint	3.92	*	4.02		4.02	4.03
7.	Classroom Order	3.28		3.31		3.32	3.21
8.	Student Challenge	3.62	*	3.73		3.69	3.71
9.	Integrative Learning	3.75	**	3.92		3.95	3.90

* Significant at .05 level of confidence.

** Significant at .01 level of confidence.

TABLE A-II

TEACHER ATTITUDE SURVEY

Item Means By Scale and Group
(A - 0 and B-2 New)

November, 1971

		ITEM MEANS*	
		A A - 0 (N = 40)	B B-2 New (N = 41)
1.	SUBJECT MATTER EMPHASIS Disagree — Indifferent — Agree 1 2 AB 3 4 5	2.80	2.94
2.	PERSONAL ADJUSTMENT IDEOLOGY 1 2 3 BA 4 5	3.87	3.85
3.	STUDENT AUTONOMY 1 2 AB 3 4 5	2.92	2.96
4.	TEACHER DIRECTION 1 2 3 BA 4 5	3.08	3.04
5.	EMOTIONAL DISENGAGEMENT 1 2 BA 3 4 5	2.54	2.51
6.	CONSIDERATION OF STUDENT VIEWPOINT 1 2 3 A 4 B 5	3.97	4.02
7.	CLASSROOM ORDER 1 2 3 AB 4 5	3.30	3.32
8.	STUDENT CHALLENGE 1 2 3 BA 4 5	3.75	3.69
9.	INTEGRATIVE LEARNING 1 2 3 AB 4 5	3.89	3.95

* There were no significant differences between groups on any scale or item mean.

TABLE A-III

TEACHER ATTITUDE SURVEY

Item Means by Scale and Group
February, 1972

	Scale	Aides (N=46)	A - 0 (N=41)	B-2 New (N=49)	B-2 Old (N=43)	Experienced[1] (N=42)	Experienced[2] (N=50)
1.	Subject Matter Emphasis (F=11.521)***	3.35	2.83	2.81	2.82	2.89	2.63
2.	Personal Adjustment Ideology (F=0.778)	3.74	3.78	3.78	3.81	3.72	3.89
3.	Student Autonomy (F=4.662)***	2.63	2.86	2.99	2.84	2.83	3.08
4.	Teacher Direction (F=4.662)***	3.37	3.14	3.01	3.16	3.17	2.92
5.	Emotional Disengagement (F=1.969)	2.48	2.59	2.48	2.68	2.62	2.28
6.	Consideration of Student Viewpoint (F=1.265)	4.01	3.92	4.03	4.08	3.88	4.07
7.	Classroom Order (F=9.069)***	3.55	3.33	3.21	3.30	3.18	2.92
8.	Student Challenge (F=1.284)	3.55	3.71	3.71	3.74	3.66	3.57
9.	Integrative Learning (F=1.561)	3.72	3.82	3.90	3.89	3.83	3.75

Responses:

1 = Strongly disagree
2 = Disagree
3 = Indifferent (Undecided)
4 = Agree
5 = Strongly agree

*** Difference among groups significant at .001 level.

To increase or decrease in agreement with these areas is not meant to imply agreement or disagreement with them in its absolute sense. The closer to "5" an item mean is, the more agreement; the closer to "3" the more undecided or indifferent; the closer to "1" the more disagreement.

Thus the B-2 New teachers could be said at the end of their training to agree with the concepts of Personal Adjustment Ideology, Consideration of Student Viewpoint, Student Challenge, and Integrative Learning. They were rather undecided about Subject Matter Emphasis, Student Autonomy, Teacher Direction, Emotional Disengagement, and Classroom Order. In no areas were they noticeably in disagreement with the concepts on the post-test, although they did disagree with emotional disengagement on the pre-test.

On the fall test, the B-2 New teachers tended to return toward their summer pre-test scores on six of the scales, increased further on two scales, and remained the same on one. At this point it would be improper to speculate causation for this occurrence.

After both training and a half year of experience, these teachers looked like this in the spring:

Subject Matter Emphasis -- agreed less with it than they did at any other time; were rather indifferent to it at this point.

Personal Adjustment Ideology -- still agreed with it but less at this point than they did at the end of their training.

Student Autonomy -- remained indifferent throughout training and experience.

Teacher Direction -- remained indifferent throughout testing.

Emotional Disengagement -- through experience regressed toward initial disagreement with concept, although the training programs for a short time made them undecided about remaining aloof from the students.

Consideration of Student Viewpoint -- constantly increased in agreement across testings. This concept received strongest agreement from teachers on each testing.

Classroom Order -- were more indifferent to concept now than at any other time.

Student Challenge -- remained in agreement with concept throughout; increased from initial testing.

Integrative Learning -- concept was second strongest in agreement throughout testing, very slight regressing but still much stronger than at initial test.

Comments on B-2 New vs. A - O -- Fall Testing

These two groups did not make significantly different scores on any scale. The greatest difference on item means was .14 on subject matter emphasis, and the average difference was only .05.

Comparative Comments -- Spring Testing

B-2 New vs. Aides.

- The two groups differed greatly on all scales but Personal Adjustment Ideology, Emotional Disengagement, and Consideration of Student Viewpoint.
- The B-2 New teachers were in stronger agreement on Integrative Learning and Student Challenge, although both groups were in agreement with them.
- The Aides were stronger on Classroom Order and Subject Matter Emphasis and in slight agreement with both.
- The Aides were more positive on Teacher Direction and the B-2 News were more indifferent to both Teacher Direction and Student Autonomy.
- The Aides, overall, appear to feel more strongly that the classroom should be subject oriented, teacher directed, and structured, whereas the B-2 News are more student oriented.

B-2 New vs. A - O.

- There was an average difference on scale item means of .08 for the two groups; range of differences was a low 0 - .13 -- negligible throughout.
- The closest agreement between the two groups was on Personal Adjustment Ideology, Student Challenge, and Subject Matter Emphasis.
- Both groups were in agreement with the concepts of Personal Adjustment Ideology, Consideration of Student Viewpoint, Student Challenge, and Integrative Learning.
- Both groups were indifferent to Subject Matter Emphasis, Student Autonomy and Teacher Direction, and Classroom Order.
- Both groups were in slight disagreement with the Emotional Disengagement concept.

B-2 New vs. B-2 Old.

- These two groups were also in rather close agreement on the scales.
- The area of strongest disagreement between the two groups was that of Emotional Disengagement, the B-2 News being more strongly against the idea. Difference was 0.20 between item means.

B-2 New vs. Experienced Groups.

- The B-2 New teachers' scores fell between those of the two experienced groups on six scales.
- The B-2 News scored slightly higher than the others on three scales: Classroom Order, Student Challenge, and Integrative Learning. However, all three groups could be said to be indifferent to the first area and positive toward the latter two areas.

SUMMARY

All groups could be said to be rather

Positive On	Indifferent To Undecided On	Negative On
Personal Adjustment Ideology	Subject Matter Emphasis	Emotion Disengagement
Consideration of Student Viewpoint	Student Autonomy	
Student Challenge	Teacher Direction	
Integrative Learning	Classroom Order	

The four scales on which there was significant disagreement among the groups' scores were the four on which they all scored in the "Undecided" range (about 2.50 to 3.50).

The only concept on which the B-2 New teachers did not score somewhere between all other groups was Integrative Learning. On this area they made the highest score, although all groups were in rather strong agreement with it.

Thus, the B-2 New teachers could be said to have developed, through training and brief experience, a set of attitudes toward educational philosophies very similar to those of others who entered the field of teaching through the traditional training and certification route.

TEACHING BEHAVIORS INVENTORY

This instrument was developed by the Division of Research from a self-appraisal instrument created for the School Management Institute in Ohio. It was included in the study to help determine how the various sample groups differ in their understanding of and ability to utilize the teaching behaviors included in the instrument.

It is developed around the premise that there are four major roles which a teacher plays in her classroom behavior which directly affect student learning:

I. Instructional Leader
II. Social Leader
III. Promoter of Healthful Emotional Development
IV. Communicator with Parents and Colleagues

There are 100 items on the instrument, five per page. The first of these is a description of a critical incident illustrating a particular category in one of the four roles, which the respondent is asked to identify. The other four items on the page are statements of teacher behaviors taken from the same four roles for which the respondent is asked to make a self-rating on her ability to apply this educational principle:

A. Definitely could
B. Probably could
C. Probably not
D. Definitely not

The four roles, their associated teaching principles, and brief descriptions are as follows:

I. INSTRUCTIONAL LEADER

A. The Teacher Understands and Applies Psychological Readiness Principles

Readiness for new learning is a state of mastery of simpler skills that permits a pupil to master more advanced skills. Readiness is a complex product of the inter-actions of physiological maturation, psychological abilities, pre-requisite learning, and motivation. New experience presented too early or too late may be less effective and even damaging to pupil development.

B. The Teacher Provides a Favorable Success-Failure Ratio For Each Student

Tasks that fall within the "range of challenge" for a pupil tend to facilitate motivation, feelings of competence, adjustment, and achievement.

C. The Teacher Plans Skillfully for an Effective Teaching-Learning Situation

D. The Teacher Individualizes Instruction Where Appropriate

Pupils may vary in readiness for new learning due to a number of factors. A good teacher makes routine provision for delayed and advanced readiness through effective assessment and through adjustment in the "range of challenge" presented to individual students.

E. The Teacher Facilitates Student Motivation Toward Academic and Social Achievement

Teachers who help pupils want to learn new material, contribute to pupil growth in cognitive abilities and academic and social-skill mastery.

F. The Teacher Facilitates Intellectual Development

Pupils' cognitive abilities mature faster when there is a deliberate attempt to (a) help the pupil perceive differences and arrive at generalizations, and (b) increase the pupils' ability to use words and deal with abstractions.

G. The Teacher Facilitates Motor-Skill Development

Speaking, writing, playing games, and interacting physically with peers are skill areas that may be facilitated by teacher instruction.

H. The Teacher Uses Effective Reinforcement Techniques

Learning is more rapid and less apt to be lost if performance is accompanied or followed by reinforcement in general accordance with principles of effective reinforcement.

I. The Teacher States and Assesses Behavioral Objectives Effectively and Efficiently

J. The Teacher Accurately Interprets Obtained Scores on Tests and Uses the Information to Improve the Conditions of Learning.

K. The Teacher Understands and Applies Other Principles of Learning

II. SOCIAL LEADER

A. The Teacher Establishes a Democratic Classroom Atmosphere

The democratic classroom atmosphere as referred to here is defined as one containing elements of warmth and effective limit-keeping. Such as atmosphere has been shown to promote higher levels of creativity, peer interaction, motivation, sex-role identification, and moral behavior.

B. The Teacher Guides Peer Interactions Effectively

Teachers who are knowledgeable about the principles of group dynamics can increase peer acceptance of isolates, guide peer groups into socially acceptable paths, and encourage individual development of social skills.

C. The Teacher Adjusts Social Interaction Activities to Group Norms

Since social readiness is determined by physiological maturation and various kinds of social experiences, the teacher must be aware of the general level of motivation and skill in peer interaction of the pupils in his classroom and be able to promote those activities within the "range of challenge" of the group.

D. The Teacher Adapts Classroom Activities to the Pupil Who is Atypical in Terms of Social Skills

A good teacher makes routine provision for immature and advance pupils by adjusting social demands toward their "range of challenge".

E. The Teacher Facilitates Development of Moral Character and Moral Behavior

Teachers who help pupils develop favorable attitudes toward moral and social values, who encourage growth in the understanding of values, and who provide practice in moral behavior, contribute to the ability of the pupil to guide his own behavior in a mature manner.

III. PROMOTER OF HEALTHFUL EMOTIONAL DEVELOPMENT

A. The Teacher Recognizes Symptoms of Poor Adjustment

Depending upon the adaptive habits of individual pupils, the teacher should be able to recognize subtle symptoms of high emotional tension as well as withdrawal and aggressive responses pupils resort to in an effort to reduce uncomfortable levels of emotional tension.

B. The Teacher Reduces Disabling Levels of Anxiety

Teachers should be aware of techniques useful in reducing anxiety and be able to skillfully apply the most appropriate techniques in the classroom situation.

C. The Teacher Strengthens Weak Skill Areas as an Aid to Adjustment

Pupils often exhibit high anxiety because of a lack of ability to adapt to the demands of their situation. Teachers should attempt to engage in academic and social skill remediation with these pupils.

D. The Teacher Uses Effective Case-Study Methods and Employs Necessary Referral Techniques

In order to provide the most supportive situation for an anxious pupil, teachers must be able to gather and analyze background information bearing on the emotional disorder, and develop tentative plans for the amelioration of the problem.

IV. COMMUNICATOR WITH PARENTS AND COLLEAGUES

The Teacher Communicates Information and Suggestions to Parents and Colleagues About the Intellectual, Social, and Emotional Development of His Students

Teachers should be aware of the effect of parental behavior and attitudes on children and should be able to interpret progress of students to parents or colleagues in a positive fashion and make suggestions for enhancing or remediating intellectual, social and emotional development.

For the initial phase of this study, it was decided to focus on the self-rating items of the instrument, and of those, to examine only those related to the two major teacher roles -- instructional leader and social leader. The items in each category are:

I. Instructional Leader (53 items)

2-5, 7-10, 12-15, 17-20, 37-40, 52-55
57-60, 62-65, 67-70, 72-75, 77-80,
82-85, 87-90, 92

II. Social Leader (19 items)

22-25, 27-30, 32-35, 93-95, 97-100

The response weights for each item are

A. Definitely could = 0
B. Probably could = 1
C. Probably not = 2
D. Definitely not = 3

Accordingly, the lower the score on an item or scale, the better the score.

The following tables present the results in two ways: by teacher role scale and item mean for each group, and by item for each group (in percentages).

TABLE B-I

TEACHING BEHAVIORS INVENTORY

INSTRUCTIONAL LEADER SELF-RATINGS BY GROUP
February, 1972

GROUP	MEANS		RANGE		N
	SCALE	ITEM	LOW	HIGH	
Aides	54.11	1.02	6.00	115.00	46
A - 0	39.12	0.74	2.00	73.00	43
B-2 New	41.52	0.78	0.00	78.00	48
B-2 Old	38.74	0.73	6.00	67.00	42
Experienced$_1$	44.24	0.83	1.00	86.00	41
Experienced$_2$	36.38	0.69	0.00	82.00	50

BEST POSSIBLE SCORE = 0

WORST POSSIBLE SCORE = 53 x 3 = 159

TOTAL ITEMS = 53

RESPONSE WEIGHTS:
0 = Definitely could
1 = Probably could
2 = Probably not
3 = Definitely not

TABLE 3-II

TEACHING BEHAVIORS INVENTORY

SOCIAL LEADER SELF-RATINGS BY GROUP
February, 1972

GROUP	MEANS		RANGE		N
	SCALE	ITEM	LOW	HIGH	
Aides	20.57	1.08	0.00	40.00	46
A - O	12.70	0.67	1.00	29.00	43
B-2 New	15.58	0.82	0.00	35.00	48
B-2 Old	12.50	0.66	1.00	24.00	42
$Experienced_1$	16.41	0.86	0.00	40.00	41
$Experienced_2$	12.60	0.66	0.00	28.00	50

BEST POSSIBLE SCORE = 0
WORST POSSIBLE SCORE = 19 x 3 = 57

TOTAL ITEMS = 19
RESPONSE WEIGHTS:
0 = Definitely could
1 = Probably could
2 = Probably not
3 = Definitely not

TABLE B-III

TEACHING BEHAVIORS INVENTORY
AVERAGE PERCENT OF EACH GROUP MARKING EACH RESPONSE
on the
INSTRUCTIONAL LEADER AND SOCIAL LEADER SCALES
February, 1972

RESPONSE	GROUP AVERAGE PERCENTS						
	Aides	A - O	B-2 New	B-2 Old	Experienced$_1$	Experienced$_2$	Total
N	(46)	(43)	(48)	(42)	(41)	(50)	(270)
A. Definitely could	24.0	39.6	36.5	39.1	37.5	43.3	36.7
B. Probably could	55.5	50.9	51.1	52.4	45.6	46.0	50.2
C. Probably not	12.1	8.0	9.3	6.7	12.0	7.7	9.3
D. Definitely not	6.2	1.1	2.4	1.3	3.4	1.7	2.7
TOTALS							
A + B	79.5	90.5	87.6	91.5	83.1	89.3	86.9
C + D	18.3	9.1	11.7	8.0	15.4	9.4	12.0

RESULTS

- All teacher groups (excluding Aides) had average scores falling between "Definitely could" and "Probably could," indicating that they were fairly sure they could perform the behaviors of both an instructional leader and a social leader.
- The Aides were noticeably more doubtful of their abilities to perform these skills. Their scores showed slightly less confidence than "Probably could."
- The B-2 New teachers were slightly less confident of themselves on both scales than the B-2 Olds and the A - O's.
- However, their scores fell between those of the two groups of experienced teachers.
- The standard deviation of the B-2 News on the Instructional Leader scale was less than that of any other group (B-2 New = 16.7, Range = 16.7-22.2).

SUMMARY

All teacher groups were fairly confident of their abilities to perform as instructional leaders and social leaders. The Aides were noticeably less self-confident than the teachers. Again, as on other instruments, the B-2 New teachers' scores were well in line with those of others who were traditionally trained and certified.

TABLE B-IV

TEACHING BEHAVIORS INVENTORY

PERCENT OF EACH SAMPLE GROUP CHOOSING EACH RESPONSE

February, 1972

RESPONSE	TOTAL	AIDES	A - O	B-2 NEW	B-2 OLD	EXPERIENCED$_1$	EXPERIENCED$_2$
2. The teacher ascertains each student's mastery of simpler tasks prerequisite to the task at hand.							
A	39.7	20.0	34.9	46.8	61.0	39.0	38.0
B	51.3	57.8	62.8	51.2	39.0	41.5	54.0
C	7.9	20.0	2.3	2.0	-	14.6	8.0
D	1.1	2.2	-	-	-	4.9	-
3. The teacher gives the child enough practice with several materials that incorporate the same concepts, words, or skills before he shifts to another concept, word, or skill that has inhibiting responses.							
A	47.7	30.4	58.1	41.7	57.1	47.5	53.1
B	46.3	58.7	37.2	52.1	40.5	47.5	40.8
C	4.9	8.7	4.7	4.2	2.4	2.5	6.1
D	1.1	2.2	-	2.0	-	2.5	-
4. The teacher endeavors to make his classroom a physical setting conducive to learning.							
A	59.2	40.0	69.8	50.0	69.0	56.2	70.0
B	34.9	53.4	25.6	43.7	31.0	34.1	22.0
C	3.7	2.2	4.6	2.1	-	7.3	6.0
D	2.2	4.4	-	4.2	-	2.4	2.0
5. The teacher encourages mature, logical reasoning.							
A	46.4	39.5	58.2	52.1	42.8	29.3	54.0
B	47.3	55.9	39.5	41.6	54.8	56.1	38.0
C	5.6	2.3	2.3	4.2	2.4	14.6	8.0
D	0.7	2.3	-	2.1	-	-	-

Responses: A = Definitely could
B = Probably could
C = Probably not
D = Definitely not

TABLE B-IV (cont.)

RESPONSE	TOTAL	AIDES	A - O	B-2 NEW	B-2 OLD	EXPERIENCED$_1$	EXPERIENCED$_2$
7. The teacher usually presents new learning that is related to previously mastered materials.							
A	54.9	34.1	60.5	52.1	54.8	56.1	70.0
B	39.9	54.5	34.9	41.6	40.5	39.0	30.0
C	4.1	11.4	4.6	4.2	-	4.9	-
D	1.1	-	-	2.1	4.7	-	-
8. The teacher helps pupils learn to identify significant details of sights and sounds.							
A	31.8	28.9	23.3	25.0	31.0	35.0	47.0
B	60.3	64.4	76.7	62.5	61.9	45.0	51.0
C	6.4	6.7	-	10.4	2.4	17.5	2.0
D	1.5	-	-	2.1	4.7	2.5	-
9. The teacher helps pupils grow in speech-articulation abilities.							
A	25.2	25.0	20.9	18.7	19.0	30.0	37.5
B	55.6	52.3	55.9	68.8	59.5	42.5	52.1
C	16.6	18.2	20.9	12.5	16.7	25.0	8.3
D	2.6	4.5	2.3	-	4.8	2.5	2.1
10. The teacher helps pupils keep a record of increasing achievement.							
A	41.2	31.1	30.2	57.4	50.0	29.3	47.0
B	51.7	57.8	60.5	36.2	45.2	63.4	49.0
C	4.5	2.2	9.3	6.4	4.8	2.4	2.0
D	2.6	8.9	-	-	-	4.9	2.0

TABLE B-IV (cont.)

RESPONSE	TOTAL	AIDES	A - O	B-2 NEW	B-2 OLD	EXPERIENCED$_1$	EXPERIENCED$_2$
12. The teacher provides classroom challenges within the range of ability of the pupils in the class.							
A	46.6	30.4	41.9	58.3	46.3	41.5	59.2
B	45.2	50.0	48.8	33.3	48.8	53.7	38.8
C	6.0	13.1	9.3	4.2	4.9	4.8	-
D	2.2	6.5	-	4.2	-	-	2.0
13. The teacher uses the results of recent standardized tests as partial evidence of the student's ability to succeed.							
A	29.2	31.1	16.2	23.0	30.9	30.5	42.0
B	53.4	42.2	69.8	60.4	50.0	55.6	44.0
C	12.9	17.8	7.0	12.4	16.7	11.1	12.0
D	4.5	8.9	7.0	4.2	2.4	2.8	2.0
14. The teacher efficiently but with a high degree of flexibility plans learning experiences for his students.							
A	43.8	30.4	44.2	48.0	40.5	35.0	62.5
B	48.7	60.9	51.2	41.7	57.1	52.5	31.3
C	6.4	8.7	4.6	8.3	2.4	7.5	6.2
D	1.1	-	-	2.0	-	5.0	-
15. The teacher uses past teacher assessments or past schoolwork as partial evidence of the student's ability to succeed.							
A	26.5	13.6	27.9	25.0	29.3	26.5	36.2
B	42.4	34.1	55.8	41.6	51.2	41.1	31.9
C	19.4	25.0	11.6	23.0	17.1	11.8	25.5
D	11.7	27.3	4.7	10.4	2.4	20.6	6.4

TABLE B-IV (cont.)

RESPONSE	TOTAL	AIDES	A - O	B-2 NEW	B-2 OLD	EXPERIENCED$_1$	EXPERIENCED$_2$
17. The teacher points out relevancy and provides organizational guidelines for pupils prior to learning new materials.							
A	32.2	22.7	32.6	31.3	33.3	29.3	42.9
B	56.9	59.2	60.5	54.2	54.8	63.4	51.0
C	9.0	13.6	4.6	12.5	9.5	7.3	6.1
D	1.9	4.5	2.3	2.0	2.4	-	-
18. The teacher encourages the growth of independence, self-confidence, active interests, persistence, intrinsic motivation, etc.							
A	44.2	26.1	39.5	57.4	33.3	44.0	62.0
B	49.1	67.4	55.8	36.2	64.3	44.0	30.0
C	6.3	4.3	4.7	6.4	2.4	12.0	8.0
D	0.4	2.2	-	-	-	-	-
19. The teacher helps pupils grow in the ability to walk, run, skip, dance, climb, throw, catch, etc.							
A	46.5	50.0	44.2	51.1	52.4	35.0	44.7
B	35.7	34.1	37.2	25.5	40.5	37.5	40.4
C	12.5	6.8	16.3	19.1	2.4	20.0	10.6
D	5.3	9.1	2.3	4.3	4.7	7.5	4.3
20. The teacher gradually withdraws extrinsic satisfactions whenever pupils show symptoms of increasing self-satisfaction upon completion of successful performances.							
A	26.7	14.3	23.3	32.0	40.5	23.1	26.1
B	48.3	52.4	51.2	51.1	42.8	53.8	39.1
C	17.4	23.8	16.3	14.9	14.3	7.7	26.1
D	7.6	9.5	9.2	2.0	2.4	15.4	8.7

TABLE B-IV (cont.)

RESPONSE	TOTAL	AIDES	A - O	B-2 NEW	B-2 Old	EXPERIENCED$_1$	EXPERIENCED$_2$
22. The teacher attempts to increase childhood skills valued by peers in such areas as games, sports, hobbies, parties.							
A	39.6	28.9	46.5	41.6	50.0	40.0	32.0
B	48.1	53.4	44.2	43.8	45.2	47.5	54.0
C	6.3	4.4	9.3	8.3	2.4	5.0	8.0
D	6.0	13.3	-	6.3	2.4	7.5	6.0
23. The teacher gives support to pupils experiencing social stress due to late or early physical maturation.							
A	39.7	31.1	44.2	41.7	45.2	37.5	38.8
B	46.8	46.7	48.8	41.7	47.6	35.0	59.2
C	12.0	20.0	7.0	14.6	7.2	22.5	2.0
D	1.5	2.2	-	2.0	-	5.0	-
24. The teacher protects peer leaders from excessive demands on time and energy by the class (and teacher).							
A	23.2	15.6	16.7	21.3	28.6	22.5	34.0
B	54.8	44.4	64.3	55.3	64.3	45.0	55.3
C	16.7	22.2	19.0	17.0	7.1	25.0	10.7
D	5.3	17.8	-	6.4	-	7.5	-
25. The teacher takes into account that a pupil's moral character is largely determined by the degree of anxiety he attaches to transgressions and by the depth of his understanding of the moral values involved.							
A	28.6	23.9	35.0	29.2	21.4	26.3	35.4
B	51.9	43.5	50.0	47.9	69.1	47.4	54.2
C	16.8	26.1	15.0	22.9	9.5	15.8	10.4
D	2.7	6.5	-	-	-	10.5	-

TABLE B-IV (cont.)

RESPONSE	TOTAL	AIDES	A - O	B-2 NEW	B-2 OLD	EXPERIENCED$_1$	EXPERIENCED$_2$
27. The teacher reacts sympathetically to pupil problems.							
A	56.0	37.0	62.8	66.0	47.6	51.3	69.4
B	35.1	47.8	32.6	25.5	47.6	34.1	24.5
C	6.7	8.7	2.3	6.4	4.8	12.2	6.1
D	2.2	6.5	2.3	2.1	-	2.4	-
28. The teacher exercises skill in reducing pupil impulsivity in the room by such arousal-reducing techniques as comic relief, gripe sessions, reliance on routines, reducing the complexity of the situation, removal of tempting gadgets, reducing the level of crowding, reducing noise, heating and lighting levels, etc.							
A	35.3	15.9	41.9	37.5	45.2	31.7	39.6
B	48.9	45.5	48.8	52.1	50.0	44.0	52.1
C	12.8	29.5	9.3	8.3	4.8	17.1	8.3
D	3.0	9.1	-	2.1	-	7.2	-
29. The teacher attempts to increase social skills by giving opportunities for practice in a supervised setting.							
A	30.8	15.9	48.8	23.4	40.5	34.2	24.5
B	55.6	68.2	41.9	57.4	50.0	46.3	67.3
C	11.7	9.1	9.3	14.9	9.5	19.5	8.2
D	1.9	6.8	-	4.3	-	-	-
30. The teacher takes into account that the student's ability to perceive intentions and motivations of others, to perform social roles, and to control aggressive impulses develops gradually throughout the school years.							
A	35.6	19.6	39.5	31.2	46.3	32.5	44.9
B	52.4	63.1	51.2	52.1	48.8	47.5	51.0
C	10.5	13.0	9.3	16.7	4.9	15.0	4.1
D	1.5	4.3	-	-	-	5.0	-

TABLE B-IV (cont.)

RESPONSE	TOTAL	AIDES	A - O	B-2 NEW	B-2 OLD	EXPERIENCED$_1$	EXPERIENCED$_2$
32. The teacher exercises skill in reducing pupil impulsivity in the classroom through such warning techniques as visual prompting, moving physically nearer, specific verbal warning, etc.							
A	45.9	26.1	65.1	45.8	42.9	46.5	50.0
B	42.2	56.5	30.3	41.7	45.2	36.5	41.7
C	8.2	8.7	2.3	10.4	11.9	14.6	2.0
D	3.7	8.7	2.3	2.1	-	2.4	6.3
33. The teacher attempts to determine whether a social isolate is not participating in peer activities because of inappropriate social behavior, high anxiety, low social sensitivity, or simply the confidence to be different.							
A	24.3	13.0	20.9	14.5	40.5	29.3	29.2
B	57.1	52.2	72.1	62.5	54.8	44.0	56.3
C	11.1	17.4	4.7	16.7	4.7	12.2	10.4
D	7.5	17.4	2.3	6.3	-	14.5	4.1
34. The teacher attempts to increase adolescent skills valued by peers and adults in such areas as heterosexual relationships, general etiquette, etc.							
A	27.3	6.8	23.3	25.0	42.9	27.5	38.3
B	53.8	45.5	65.1	52.1	52.4	52.5	55.3
C	12.5	25.0	9.3	18.8	4.7	15.0	2.1
D	6.4	22.7	2.3	4.1	-	5.0	4.3
35. The teacher provides a level of acceptance in the classroom that allows pupils to feel socially worthy regardless of the nature of their skills or their degree of emotional adjustment.							
A	51.5	41.3	60.5	40.4	57.2	53.7	57.2
B	43.3	52.2	39.5	55.3	35.7	39.0	36.7
C	5.2	6.5	-	4.3	7.1	7.3	6.1
D	-	-	-	-	-	-	-

TABLE B-IV (cont.)

RESPONSE	TOTAL	AIDES	A - O	B-2 NEW	B-2 OLD	EXPERIENCED$_1$	EXPERIENCED$_2$
37. The teacher takes into account the relatively greater need of boys for opportunities to demonstrate competency.							
A	29.0	9.3	30.2	23.9	39.0	37.5	34.7
B	51.5	65.1	48.9	52.2	48.8	50.0	44.9
C	13.4	20.9	18.6	15.2	9.8	5.0	10.2
D	6.1	4.7	2.3	8.7	2.4	7.5	10.2
38. The teacher takes into account temporary characteristics affecting the testing situation, such as: health, motivation and set, environmental testing conditions, fatigue, and memory lapse.							
A	39.9	23.2	41.9	31.2	40.5	46.4	55.1
B	50.0	65.2	58.1	52.1	52.4	36.6	36.7
C	8.6	9.3	-	12.5	7.1	14.6	8.2
D	1.5	2.3	-	4.2	-	2.4	-
39. The teacher teaches for the application of the principles underlying the content of his subject.							
A	38.4	13.6	48.8	33.3	35.7	44.0	54.0
B	47.0	59.1	41.9	52.1	54.8	31.6	42.0
C	12.7	20.5	7.0	14.6	7.1	24.4	4.0
D	1.9	6.8	2.3	-	2.4	-	-
40. The teacher guides the child early in the learning of a given set of skills so as to help him discover various modes of attacking and solving the problem in the future.							
A	39.4	40.0	48.8	33.3	28.6	41.5	44.0
B	54.3	55.6	44.2	56.3	69.0	48.8	52.0
C	5.6	2.2	7.0	8.3	2.4	9.7	4.0
D	.7	2.2	-	2.1	-	-	-

TABLE B-IV (cont.)

RESPONSE	TOTAL	AIDES	A - O	B-2 NEW	B-2 OLD	EXPERIENCED$_1$	EXPERIENCED$_2$
52. The teacher recognizes that there are often wide variations in psychological-readiness levels within each pupil, and adjusts instructional techniques accordingly or provides experiences designed to raise low levels of readiness.							
A	32.1	24.4	39.5	25.4	38.1	29.3	36.0
B	57.1	64.5	48.9	66.0	57.1	51.2	54.0
C	8.6	4.4	11.6	4.3	2.4	19.5	10.0
D	2.2	6.7	-	4.3	2.4	-	-
53. The teacher persists in his efforts to raise skill level in cases of individuals who have apparently reached plateaus, since some may be "late bloomers" capable of surpassing formerly superior students.							
A	28.7	20.0	25.6	27.7	26.2	31.7	40.0
B	57.1	55.5	65.1	57.4	69.0	44.0	52.0
C	12.3	15.6	9.3	14.9	2.4	24.3	8.0
D	1.9	8.9	-	-	2.4	-	-
54. The teacher attempts in the remediation of defective skills a different approach than original skill teaching because there may be the need to extinguish ineffective habits and reduce emotional blocks built up through failure experiences.							
A	25.4	11.1	25.6	20.8	26.2	29.3	38.8
B	55.6	51.1	62.8	62.5	61.9	46.3	49.0
C	16.4	31.1	11.6	10.4	11.9	22.0	12.2
D	2.6	6.7	-	6.3	-	2.4	-
55. The teacher demonstrates awareness that classroom challenges may make demands on social and motor-coordination skills as well as on academic skills.							
A	43.2	20.9	58.1	45.8	43.9	41.4	48.0
B	48.9	65.1	37.2	47.9	48.8	48.8	46.0
C	6.0	9.3	4.7	6.3	4.9	4.9	6.0
D	1.9	4.7	-	-	2.4	4.9	-

TABLE B-IV (cont.)

RESPONSE	TOTAL	AIDES	A - O	B-2 NEW	B-2 OLD	EXPERIENCED$_1$	EXPERIENCED$_2$
57. The teacher, whenever possible or appropriate, involves his students in formulatin educational objectives and in planning instructional activities.							
A	43.5	28.9	41.9	47.9	42.9	46.4	52.0
B	50.2	60.0	55.8	47.9	52.4	39.0	46.0
C	4.8	4.4	2.3	4.2	4.7	12.2	2.0
D	1.5	6.7	-	-	-	2.4	-
58. The teacher reclassifies, when possible, advanced or retarded pupils as recent evidence indicates that a variation in the rate of intellectual growth has occurred.							
A	28.5	13.6	32.6	29.1	42.9	17.1	34.7
B	55.1	63.7	48.8	52.1	45.2	68.3	53.1
C	12.4	15.9	16.3	14.6	7.1	9.7	10.2
D	4.0	6.8	2.3	4.2	4.8	4.9	2.0
59. The teacher utilizes current events and unexpected situations for their educative value when appropriate to his subject area and/or to the needs of his students.							
A	52.1	28.9	58.1	56.2	50.0	58.6	60.0
B	43.9	60.0	41.9	37.5	47.6	39.0	38.0
C	3.3	11.1	-	4.2	-	2.4	2.0
D	.7	-	-	2.1	2.4	-	-
60. The teacher steers away from, as much as possible, types of presentations that stifle the student's active involvement and that encourage student passivity.							
A	40.2	28.9	37.2	42.5	41.5	41.5	49.0
B	46.7	42.2	48.9	48.9	53.7	48.9	38.8
C	8.6	20.0	11.6	4.3	2.4	7.2	6.1
D	4.5	8.9	2.3	4.3	2.4	2.4	6.1

TABLE B-IV (cont.)

RESPONSE	TOTAL	AIDES	A - O	B-2 NEW	B-2 OLD	EXPERIENCED$_1$	EXPERIENCED$_2$
62. The teacher uses recent "IQ" scores, achievement-test results, pupil-interest levels, etc., as possible predictors of unusual levels of readiness to learn.							
A	30.8	13.6	27.9	25.5	38.1	37.5	42.0
B	52.6	54.6	48.9	61.7	59.5	45.0	46.0
C	11.3	18.2	20.9	6.4	2.4	12.5	8.0
D	5.3	13.6	2.3	6.4	-	5.0	4.0
63. The teacher individualizes instruction according to the learning style of each pupil.							
A	26.9	20.0	20.9	29.2	28.6	27.5	34.0
B	57.5	64.4	65.1	45.8	66.7	55.0	50.0
C	14.1	8.9	14.0	25.0	4.7	15.0	16.0
D	1.5	6.7	-	-	-	2.5	-
64. The teacher helps pupils believe that achievement at a higher level is possible.							
A	46.3	37.8	46.5	42.6	42.9	48.8	58.0
B	46.6	46.7	53.5	53.2	52.4	36.6	38.0
C	5.6	11.1	-	2.1	4.7	14.6	2.0
D	1.5	4.4	-	2.1	-	-	2.0
65. The teacher helps pupils grow in the ability to manipulate objects with their hands and fingers.							
A	38.3	31.1	32.6	34.0	41.5	45.0	46.0
B	46.6	55.6	60.4	51.1	46.3	32.5	34.0
C	10.9	4.4	7.0	14.9	9.8	15.0	14.0
D	4.2	8.9	-	-	2.4	7.5	6.0

TABLE B-IV (cont.)

RESPONSES	TOTAL	AIDES	A - O	B-2 NEW	B-2 OLD	EXPERIENCED$_1$	EXPERIENCED$_2$
67. The teacher gives individualized instruction through tutorial methods rather than group-instruction methods.							
A	34.2	26.1	27.9	40.4	33.3	36.6	40.0
B	49.4	52.2	53.5	49.0	54.8	44.0	44.0
C	13.1	13.0	18.6	8.5	7.1	17.1	14.0
D	3.3	8.7	-	2.1	4.8	2.3	2.0
68. The teacher helps pupils believe that they should try harder to achieve.							
A	47.0	41.3	67.4	37.5	52.4	46.3	40.0
B	48.9	54.3	30.2	58.3	45.2	44.0	58.0
C	3.7	4.4	2.4	4.2	2.4	7.3	2.0
D	.4	-	-	-	-	2.4	-
69. The teacher gives training and provides opportunity for well-motivated practice at a leisurely pace.							
A	31.0	23.9	30.2	29.8	35.7	35.0	32.0
B	56.3	56.5	55.8	57.4	59.5	52.5	56.0
C	10.4	13.1	14.0	8.5	4.8	10.0	12.0
D	2.3	6.5	-	4.3	-	2.5	-
70. The teacher gives extrinsic satisfactions intermittently upon completion of a successful performance to those pupils who do not appear to experience intrinsic rewards.							
A	35.2	17.8	39.5	41.6	48.8	35.0	30.0
B	51.4	60.0	44.2	45.8	48.8	50.0	58.0
C	9.7	11.1	16.3	6.3	2.4	10.0	12.0
D	3.7	11.1	-	6.3	-	5.0	-

TABLE B-IV (cont.)

RESPONSE	TOTAL	AIDES	A - O	B-2 NEW	B-2 OLD	EXPERIENCED$_1$	EXPERIENCED$_2$
72. The teacher increases the depth of challenges for the pupils with advanced states of readiness in such a manner that pupil interest remains high but peer relationships are not damaged.							
A	26.4	17.4	18.6	22.9	26.2	27.5	44.0
B	62.5	63.1	72.1	70.8	64.3	57.5	48.0
C	10.4	15.2	9.3	6.3	9.5	15.0	8.0
D	.7	4.3	-	-	-	-	-
73. The teacher helps pupils experience social and intellectual satisfaction in association with increased effort and achievement.							
A	29.3	19.6	32.6	31.2	21.4	31.7	38.0
B	61.8	65.2	55.8	66.7	69.0	51.2	62.0
C	6.7	10.9	11.6	2.1	4.8	12.2	-
D	2.2	4.3	-	-	4.8	4.9	-
74. The teacher helps pupils engage in self-directed study outside the demands of the classroom.							
A	36.1	30.4	37.2	36.2	33.3	41.4	38.0
B	55.8	65.3	58.1	57.4	54.8	44.0	54.0
C	5.9	-	2.4	4.3	9.5	14.6	6.0
D	2.2	4.3	2.3	2.1	2.4	-	2.0
75. The teacher refrains from setting excessively high achievement standards for motor-skill development in recognition of the maturational factor involved.							
A	31.5	13.0	33.3	34.1	33.3	35.0	40.0
B	49.4	52.2	50.0	55.3	45.2	45.0	48.0
C	15.0	23.9	16.7	8.5	19.1	15.0	8.0
D	4.1	10.9	-	2.1	2.4	5.0	4.0

TABLE B-IV (cont.)

RESPONSE	TOTAL	AIDES	A - O	B-2 NEW	B-2 OLD	EXPERIENCED$_1$	EXPERIENCED$_2$
77. The teacher provides opportunities for pupils to experience intrinsic satisfaction from successful performance whenever possible.							
A	36.4	26.1	34.9	37.5	40.5	39.0	40.8
B	54.7	60.9	55.8	54.1	54.8	56.1	47.0
C	7.4	8.7	9.3	4.2	4.7	4.9	12.2
D	1.5	4.3	-	4.2	-	-	-
78. The teacher takes into account that sincere affection functions as a reward for many girls and boys.							
A	51.2	35.6	51.2	54.2	61.9	53.7	51.0
B	45.5	60.0	46.5	45.8	35.7	39.0	44.9
C	2.6	2.2	2.3	-	2.4	4.9	4.1
D	.7	2.2	-	-	-	2.4	-
79. The teacher departs from the guidelines used in constructing behaviorally stated objectives without affecting the clarity of instructional intent.							
A	24.4	13.3	32.6	14.9	28.6	31.7	27.1
B	59.8	62.2	58.1	68.1	57.1	56.1	56.3
C	12.8	22.2	7.0	14.9	9.5	7.3	14.5
D	3.0	2.3	2.3	2.1	4.8	4.9	2.1
80. The teacher understands that transfer of training occurs whenever previous learning has an influence upon later learning.							
A	40.1	21.7	41.8	39.6	38.1	51.2	49.0
B	53.5	69.6	51.2	54.	54.8	44.0	47.0
C	3.8	4.4	4.7	2.1	4.8	4.8	2.0
D	2.6	4.3	2.3	4.2	2.3	-	2.0

TABLE B-IV (cont.)

RESPONSE	TOTAL	AIDES	A - O	B-2 NEW	B-2 OLD	EXPERIENCED$_1$	EXPERIENCED$_2$
82. The teacher uses the appropriate guidelines required for the construction of a behaviorally stated objective.							
A	23.0	13.0	20.9	33.3	19.0	31.8	20.0
B	60.4	65.2	62.8	58.4	59.5	46.3	68.0
C	14.1	15.2	14.0	8.3	16.7	19.5	12.0
D	2.5	6.6	2.3	-	4.8	2.4	-
83. The teacher identifies the standards that tell how well the student must perform in the construction of behaviorally stated objectives.							
A	18.4	8.7	21.4	36.2	14.3	17.1	12.2
B	60.3	65.2	57.1	55.3	66.7	61.0	57.1
C	16.8	17.4	19.1	8.5	16.7	14.6	24.5
D	4.5	8.7	2.4	-	2.3	7.3	6.2
84. The teacher takes into account that early intelligence measures (pre-school or before age six) do not predict later intelligence measures well.							
A	39.8	21.7	42.9	52.1	38.1	34.1	48.0
B	42.8	50.0	42.9	33.3	54.8	41.5	36.0
C	11.5	19.6	11.8	6.3	2.4	14.6	14.0
D	5.9	8.7	2.4	8.3	4.7	9.8	2.0
85. The teacher engages in specific teaching of the similarities between the content of one subject and another, one skill and another.							
A	41.4	21.7	48.8	41.7	40.5	45.0	51.0
B	50.4	71.8	51.2	41.7	45.2	47.5	44.9
C	7.1	4.3	-	14.5	11.9	7.5	4.1
D	1.1	2.2	-	2.1	2.4	-	-

TABLE B-IV (cont.)

RESPONSE	TOTAL	AIDES	A - O	B-2 NEW	B-2 OLD	EXPERIENCED$_1$	EXPERIENCED$_2$
87. The teacher selects verbs useful in constructing behaviorally stated objectives.							
A	22.6	19.6	26.2	21.3	17.1	25.0	26.0
B	61.7	58.7	59.5	63.8	63.4	62.5	62.0
C	12.3	13.0	11.9	12.8	17.1	7.5	12.0
D	3.4	8.7	2.4	2.1	2.4	5.0	-
88. The teacher takes into account general characteristics affecting the testing situation, such as reading speed, vocabulary, comprehension, "clerical" test-taking skills, the chance factor, and test anxiety.							
A	34.6	17.4	32.6	29.2	38.1	45.0	46.0
B	56.1	71.7	60.4	58.3	57.1	42.5	46.0
C	8.2	8.7	4.7	12.5	2.4	12.5	8.0
D	1.1	2.2	2.3	-	2.4	-	-
89. The teacher constructs tests as learning experiences and involves students in evaluation of tests as learning activity.							
A	38.0	13.0	51.2	29.1	43.9	43.6	49.0
B	51.9	67.4	44.1	62.5	48.8	41.0	44.9
C	7.5	10.9	4.7	4.2	7.3	12.8	6.1
D	2.6	8.7	-	4.2	-	2.6	-
90. The teacher presents a stimulus numerous times, making minor variations rather than shifting abruptly from stimulus to stimulus.							
A	32.8	13.3	41.9	40.4	33.3	34.2	34.0
B	51.2	57.8	46.5	48.9	52.4	48.8	52.0
C	12.3	20.0	9.3	10.7	11.9	14.6	8.0
D	3.7	8.9	2.3	-	2.4	2.4	6.0

TABLE B-IV (cont.)

RESPONSE	TOTAL	AIDES	A - O	B-2 NEW	B-2 OLD	EXPERIENCED$_1$	EXPERIENCED$_2$
92. The teacher takes into account intra-individual differences in intellectual components when evaluating the performance of individual students.							
A	26.5	15.6	23.3	23.4	28.6	31.7	36.0
B	62.3	71.1	65.1	68.1	64.3	51.3	54.0
C	9.7	11.1	9.3	8.5	7.1	14.6	8.0
D	1.5	2.2	2.3	-	-	2.4	2.0
93. The teacher refrains from becoming overly possessive and directive when helping pupils.							
A	37.2	22.2	41.9	35.4	38.1	44.0	42.0
B	49.8	57.8	44.2	50.0	50.0	48.8	48.0
C	11.2	20.0	11.6	10.4	9.5	4.9	10.0
D	1.8	-	2.3	4.2	2.4	2.3	-
94. The teacher serves as a constructive influence on the nature and direction of peer relationships by establishing rapport with students.							
A	40.7	20.5	41.9	37.5	47.6	41.5	54.0
B	49.6	54.5	58.1	58.3	47.6	39.0	40.0
C	7.5	18.2	-	2.1	4.8	14.6	6.0
D	2.2	6.8	-	2.1	-	4.9	-
95. The teacher takes into account that adolescents must show more initiative in order to achieve peer acceptance than they did as children.							
A	41.3	20.0	41.9	43.7	45.2	48.8	48.0
B	49.4	64.4	46.5	47.9	50.0	39.0	48.0
C	6.7	6.7	11.6	4.2	4.8	12.2	2.0
D	2.6	8.9	-	4.2	-	-	2.0

TABLE B-IV (cont.)

RESPONSE	TOTAL	AIDES	A - O	B-2 NEW	B-2 OLD	EXPERIENCED$_1$	EXPERIENCED$_2$
97. The teacher makes a special effort to discover isolates and to increase their social acceptability with classmates.							
A	37.5	28.3	47.6	29.2	40.5	30.8	48.0
B	53.6	65.2	45.2	62.5	52.4	61.5	36.0
C	8.2	4.3	4.9	8.3	7.1	7.7	16.0
D	.7	2.2	2.3	-	-	-	-
98. The teacher protects members of racial and religious minorities from self-devaluing social experiences in peer activities.							
A	40.2	20.0	46.3	41.7	35.7	48.7	49.0
B	46.2	57.7	48.8	45.8	50.0	30.8	42.9
C	10.6	15.6	4.9	8.3	11.9	17.9	6.1
D	3.0	6.7	-	4.2	2.4	2.6	2.0
99. The teacher takes into account that delinquency prevention is most effective in the elementary school years.							
A	40.5	37.0	35.7	39.6	50.0	34.2	46.0
B	51.3	47.8	59.5	56.3	42.9	58.5	44.0
C	5.6	10.9	4.8	4.1	7.1	2.4	4.0
D	2.6	4.3	-	-	-	4.9	6.0
100. The teacher refrains from the generally useless practice of direct moralistic teaching.							
A	38.8	19.6	50.0	39.6	31.0	50.0	44.0
B	46.7	56.5	38.1	45.8	61.9	35.0	42.0
C	10.8	19.6	9.5	10.4	4.7	12.5	8.0
D	3.7	4.3	2.4	4.2	2.4	2.5	6.0

TEACHER SATISFACTION QUESTIONNAIRE

This instrument was adapted slightly from the Minnesota Satisfaction Questionnaire which was developed at the University of Minnesota as an indicator of work adjustment. It measures satisfaction with various specific aspects of work and work environments and thereby offers alternative explanations for the same apparent level of overall satisfaction among those tested.

The instrument consists of 20 items, each dealing with a different component of work, and there are three scales of satisfaction: "intrinsic," "extrinsic," and "general." The response set is a 5-point scale: very dissatisfied, dissatisfied, neither, satisfied, very satisfied, and is weighted from 1 - 5 in that order.

Scale	Item No.	Work Component	Item
Intrinsic	1	*Activity*	Being able to keep busy all the time.
	2	*Independence*	The chance to work alone on the job.
	3	*Variety*	The chance to do different things from time to time.
	4	*Social Status*	The chance to be "somebody" in the community.
	7	*Moral Values*	Being able to do things that don't go against my conscience.
	8	*Security*	The way my job provides for steady employment.
	9	*Social Service*	The chance to do things for other people.
	10	*Authority*	The chance to tell people what to do.
	11	*Ability Utilization*	The chance to do something that makes use of my abilities.
	15	*Responsibility*	The freedom to use my own judgment.
	16	*Creativity*	The chance to try my own methods of doing the job.
	20	*Achievement*	The feeling of accomplishment I get from the job.
Extrinsic	5	*Supervision-human relations*	The way my administrator handles his staff.
	6	*Supervision - technical*	The competence of my supervisor in making decisions.
	12	*School Policies & Practices*	The way school policies are put into practice.
	13	*Compensation*	My pay and the amount of work I do.
	14	*Advancement*	The chances for advancement on this job.
	19	*Recognition*	The praise I get for doing a good job.
General (also includes above 18 items)	17	*Working Conditions*	The working conditions.
	18	*Co-Workers*	The way my co-workers get along with each other.

It is known that satisfaction in one's job affects his satisfactoriness as an employee and the adequacy of his work performance. Therefore, this instrument was selected for use in this study as an indicator of job satisfaction among the educators in the sample groups. It allows them to make a direct statement regarding their degree of satisfaction with the various components of their work situation.

Because of the nature of the questions on the instrument, the respondents were emphatically reassured (as they were on all the instruments) that their individual answers would be reported to no one and that only the group scores would be used. In addition, it was hoped that this would prevent them from leaving any items blank because blanks on this instrument cannot be interpreted as not knowing the correct response -- or a wrong answer -- and counting blanks as zeros would probably serve to lower the true estimate of job satisfaction. There were, however, some blank responses. They were treated differently according to the use which was to be made of the analyses of results. The reader should carefully observe the notes to this effect on the data tables in this section.

The following tables indicate the analyses and results on the Teacher Satisfaction Questionnaire. Item means and rankings were computed for each group tested in both the fall and spring so that the reader might determine relative job satisfaction among groups on any item at either testing.

Analyses of variance were performed on the scale means of the groups because of three major concerns: 1) what difference was there in the job satisfaction between the two groups of new teachers -- A - O and B-2 New -- in the fall and again in the spring; 2) what changes occurred within each of these two groups between the fall and spring testings; and 3) what differences were there in satisfaction among all six groups tested in the spring after everyone had had an extended classroom experience.

TABLE Sn-I

TEACHER SATISFACTION QUESTIONNAIRE[1/]

Table of Means by Group
November, 1971

NOTE: In the calculation of these means, blank responses were counted as zeros, thereby giving a slightly low estimate for each figure.

Item	Aides	A - O N = 40	B-2 New N = 41	B-2 Old	Experienced$_1$	Experienced$_2$	Total
1	NOT TESTED	1.98	2.12	NOT TESTED	NOT TESTED	NOT TESTED	
2		2.38	2.10				
3		1.80	1.76				
4		2.28	2.17				
5		2.42	2.41				
6		2.35	2.15				
7		2.10	2.34				
8		2.38	2.36				
9		1.78	1.63				
10		2.60	2.56				
11		2.08	2.07				
12		3.05	2.80				
13		2.95	3.44				
14		2.70	3.07				
15		1.98	2.24				
16		1.92	2.02				
17		3.10	2.54				
18		1.98	2.17				
19		2.40	2.44				
20		2.08	2.15				
Intrinsic Item $\bar{X}$		2.11	2.13				
Extrinsic Item $\bar{X}$		2.65	2.72				
General Item $\bar{X}$		2.31	2.33				

Responses:

1. Very Dissatisfied
2. Dissatisfied
3. Neither
4. Satisfied
5. Very Satisfied

Items for each scale:

Intrinsic: 1-4, 7-11, 15-16, 20
Extrinsic: 5-6, 12-14, 19
General: 1-20

TABLE Sn-II

TEACHER SATISFACTION QUESTIONNAIRE

Item Rankings By Group
November, 1972

Item	Aides	A - O	B-2 New	B-2 Old	Experienced$_1$	Experienced$_2$	Total
INTRINSIC SATISFACTION	NOT TESTED			NOT TESTED	NOT TESTED	NOT TESTED	
1 Activity		16	15				
2 Independence		8.5	16				
3 Variety		19	19				
4 Social Status		11	11.5				
7 Moral Values		12	9				
8 Security		8.5	8				
9 Social Service		20	20				
10 Authority		5	4				
11 Ability Util.		13.5	17				
15 Responsibility		16	10				
16 Creativity		18	18				
20 Achievement		13.5	13.5				
EXTRINSIC SATISFACTION							
5 Supervision Human Rel.		6	7				
6 Supervis.-Tech.		10	13.5				
12 School Pol. & Prac.		2	3				
13 Compensation		3	1				
14 Advancement		4	2				
19 Recognition		7	6				
GENERAL SATISFACTION	(includes all of above 18 items too)						
17 Working Conditions		1	5				
18 Co-Workers		16	11.5				

TABLE Sn-III

TEACHER SATISFACTION QUESTIONNAIRE[1/]

Table of Means by Group
February, 1972

Item	Aides -	A - O	B-2 New	B-2 Old	Experienced$_1$	Experienced$_2$	Total
	N=46	N=43	N=47	N=45	N=43	N=51	N=275
1	4.37	4.28	3.87	4.13	3.93	4.10	4.12
2	4.02	3.79	4.02	3.91	3.90	4.02	3.97
3	4.20	4.19	3.89	4.11	3.81	4.14	4.07
4	3.98	3.77	3.68	3.48	3.60	3.86	3.74
5	3.96	3.42	3.22	2.82	3.56	3.18	3.39
6	3.98	3.40	3.39	3.04	3.44	3.16	3.43
7	4.09	3.79	3.57	3.78	3.62	3.98	3.85
8	3.67	4.00	3.79	3.80	3.70	4.22	3.87
9	4.48	4.35	4.15	4.31	4.12	4.16	4.27
10	3.52	3.54	3.26	3.53	3.37	3.51	3.45
11	4.04	4.19	3.87	4.07	3.86	4.24	4.05
12	3.70	2.81	3.02	2.73	3.00	2.71	3.03
13	2.33	2.40	2.38	2.62	2.91	2.69	2.56
14	2.96	2.84	2.83	2.73	2.91	3.06	2.89
15	3.67	4.12	3.89	4.00	3.79	4.04	3.96
16	3.78	4.16	4.13	4.16	3.79	4.16	4.07
17	4.11	3.16	3.11	3.20	3.26	3.29	3.40
18	4.22	3.61	3.74	3.24	3.80	3.33	3.67
19	3.82	3.19	3.47	3.16	3.23	3.47	3.44
20	4.22	3.79	3.81	3.60	3.58	4.04	3.86
Intrinsic* Item $\bar{X}$	3.95	3.97	3.82	3.90	3.73	3.96	3.91
Extrinsic* Item $\bar{X}$	3.44	3.01	3.03	2.85	3.17	3.02	3.11
General** Item $\bar{X}$	3.81	3.63	3.54	3.51	3.53	3.60	3.63

* Differences significant at .05 level

** Differences significant at .01 level

Responses:
1. Very Dissatisfied
2. Dissatisfied
3. Neither
4. Satisfied
5. Very Satisfied

Items for each scale:
Intrinsic: 1-4, 7-11, 15-16, 20
Extrinsic: 5-6, 12-14, 19
General: 1-20

[1/] NOTE: In the calculations of these means, a "3" was substituted for every blank response so that the blanks would not lower the means.

TABLE Sn-IV

TEACHER SATISFACTION QUESTIONNAIRE

Item Rankings By Group
February, 1972

Item	Aides	A - O	B-2 New	B-2 Old	Experienced$_1$	Experienced$_2$	Total
INTRINSIC SATISFACTION							
1 Activity	2	2	6.5	3	2	6	2
2 Independence	9	9	3	7	3	9	6
3 Variety	5	3.5	4.5	4	5	5	3.5
4 Social Status	10.5	11	11	12	11	11	11
7 Moral Values	7	9	12	9	10	10	10
8 Security	16.5	7	9	8	9	2	8
9 Social Service	1	1	1	1	1	3.5	1
10 Authority	18	13	15	11	15	12	13
11 Ability Util.	8	3.5	6.5	5	4	1	5
15 Responsibility	16.5	6	4.5	6	7.5	7.5	7
16 Creativity	14	5	2	2	7.5	3.5	3.5
20 Achievement	3.5	9	8	10	12	7.5	9
EXTRINSIC SATISFACTION							
5 Supervision-Human Rel.	12	14	16	17	13	16	17
6 Supervision-Tech.	10.5	15	14	16	14	17	15
12 School Pol. & Prac.	15	19	18	18.5	18	19	18
13 Compensation	20	20	20	20	19.5	20	20
14 Advancement	19	18	19	18.5	19.5	18	19
19 Recognition	13	16	13	15	17	13	14
GENERAL SATISFACTION	(includes all of above 18 items too)						
17 Working Conditions	6	17	17	14	16	15	16
18 Co-Workers	3.5	12	10	13	6	14	12

TABLE Sn-V

TEACHER SATISFACTION QUESTIONNAIRE

SCALE SCORE RANKS BY GROUP[1/], [2/]
February, 1972

Group	Intrinsic Satisfaction	Extrinsic Satisfaction	General Satisfaction
Aides	3	1	1
A - 0	1	5	2
B-2 New	5	3	4
B-2 Old	4	6	6
$Experienced_1$	6	2	5
$Experienced_2$	2	4	3

1/ Rank of "1" equals highest scale score.

2/ Based on means derived by substituting "3's" in blank responses, Table Sn-III.

TABLE Sn-VI

SATISFACTION QUESTIONNAIRE OVERALL ITEM MEANS[1/]

For A - O and B-2 New Groups By Testing Dates

		A - O		B-2 New
INTRINSIC	Nov.	2.11	t = 0.01	2.13
	Feb.	3.85	t = 6.24*	3.61
EXTRINSIC	Nov.	2.65	t = 0.22	2.72
	Feb.	3.01	t = 0.02	3.03
GENERAL	Nov.	2.31	t = 0.01	2.33
	Feb.	3.55	t = 1.76	3.41

* Significant at .05 level.

1/ Because the means themselves were not so important as the comparisons on this table and on Table Sn-VII, 3's("neither satisfied nor dissatisfied") were not substituted for blank responses. Such a procedure would not have altered the absolute differences between the groups shown here. However, care must be taken not to compare directly Tables Sn III, IV, and V with the other tables because of the different methods of calculating the means therein.

TABLE Sn-VII

SATISFACTION QUESTIONNAIRE OVERALL ITEM MEANS[1/]

For All Groups Across Testing Dates

Group	Intrinsic Nov.	Intrinsic Feb.	Extrinsic Nov.	Extrinsic Feb.	General Nov.	General Feb.
A - O	2.11	3.85	2.65	3.01	2.31	3.55
	t = 211.62***		t = 5.03*		t = 126.18***	
B-2 New	2.13	3.61	2.72	3.03	2.33	3.41
	t = 141.54***		t = 3.26		t = 69.78	
B-2 Old		3.64		2.85		3.36
Aides		3.90		3.44		3.78
Experienced$_1$		3.63		3.17		3.47
Experienced$_2$		3.77		3.02		3.48
All Groups (Feb.)		3.73		3.08		3.51
	F = 2.89*		F = 2.69*		F = 3.57**	

* Significant at .05 level.
** Significant at .01 level.
*** Significant at .001 level.

1/ Because the means themselves were not so important as the comparisons on this table and on Table Sn VI, 3's ("neither satisfied nor dissatisfied") were not substituted for blank responses. Such a procedure would not have altered the absolute differences between the groups shown here. However, care must be taken not to compare directly Tables Sn III, IV, and V with the other tables because of the different methods of calculating the means therein.

RESULTS

General Comments

It appears that, overall, the respondents who were tested in the fall and again in the spring became much more satisfied in their jobs during the year. This might be partially explained by the fact that both groups were new at the job in the fall and were not yet settled into a pattern which could provide a general feeling of satisfaction. Even though their satisfaction scores increased on nearly every item, some areas obviously became much more satisfying while others decreased in relation to these.

There seems to be little if any meaningful difference among the groups in their degree or type of job satisfaction. They all receive more satisfaction for intrinsic rather than extrinsic reasons, and the groups' overall scores are closer to "satisfied" than to any other response.

The groups tended to rank social service, activity, variety, and creativity as the most highly satisfying areas of their job. Least satisfying were financial compensation, chances for advancement, and the way school policies are put into practice.

Comparative Comments

B-2 New vs. Aides.

- The aides are slightly more satisfied intrinsically and they are considerably more satisfied extrinsically, making them generally more satisfied with their work than the B-2 New teachers.
- There are great differences on the individual item means for the two groups, up to a whole point (item 17), but the differences balance out to same degree. (See #1, 5, 6, 7, 12, 17, 18, etc.).
- Most of the item ranks were similar for the two groups, except on independence, security, responsibility, creativity, working conditions, and co-workers.

B-2 New vs. A - O.

- Both groups are nearly identical in their scores on all three scales for the fall testing -- happier extrinsically than intrinsically, but generally not very satisfied.

- The greatest difference in item mean ranks for the fall was on independence, with the B-2's being much more satisfied in being allowed to work alone. The next greatest difference in ranks was on responsibility, with the B-2 News some happier in being allowed to use their own judgment.

- Both groups' general job satisfaction increased significantly from fall to spring, the A - O's improving substantially on all scales and the B-2 News also improving on all scales but not greatly on extrinsic satisfaction.

- In the spring, again, there was essentially little difference between the two groups on degree of satisfaction, although the A - O's were slightly happier intrinsically, and the B-2 News extrinsically.

- Although both groups increased in satisfaction on every item but compensation (both groups), school policies and practices (A - O), and advancement (B-2 New), the ranks of most of their item means changed drastically! (See #1, 2, 3, 5, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19.) This means that they began to derive greater satisfaction from different aspects of their work than they had previously.

- Overall, the A - O's appeared to be the happiest of all groups intrinsically, next to the least satisfied extrinsically, and second only to the Aides in general satisfaction. The B-2 News, however, fell directly between the two groups of experienced teachers.

B-2 News vs. B-2 Old.

- In the spring, there appeared to be no difference between the two groups in their overall job satisfaction. The B-2 Olds were slightly more satisfied intrinsically and the B-2 News were slightly more satisfied extrinsically.

- The individual item means were similar except in the areas of supervision, co-workers, and recognition, with the B-2 News being more satisfied here.

- The item mean ranks were also very similar for both groups, the greatest difference being four steps on authority. The B-2 Olds were more satisfied in their chances to tell people what to do, which has perhaps come with their additional year of experience.

B-2 New vs. Experienced Groups.

- On all scales, the B-2 News fell between the two groups of experienced teachers both in scale means and scale ranks.
- This did not hold true for all the items. The three groups varied throughout the instrument in degree of absolute satisfaction in each particular work area.
- The item mean ranks also varied among the groups, up to seven steps on security and eight steps on co-workers.

SUMMARY

This instrument has indicated that satisfaction increased through the school year for the new teachers in most areas measured although some areas clearly emerged as providing relatively greater satisfaction by the end of the year.

All sample groups receive greater intrinsic satisfaction from their work than they do from extrinsic factors. Also, all groups can be said to be at least marginally satisfied in their work, but the Aides indicated the greatest degree of happiness in their situation.

As on other instruments used in this study, the B-2 New teachers were measured to be between the two groups of traditionally trained, A-certified, experienced teachers. Their satisfaction increased over time and at all times it appeared to be more in line with that of others already in the profession than was the satisfaction of the other beginning teachers.

TEACHER SATISFACTORINESS SCALES

This instrument was adapted from a similar one developed at the University of Minnesota by the Work Adjustment Project. It is a 29-item questionnaire designed to be completed by a worker's supervisor in about five minutes. Items 1-27 are scored on 5 scales, and results on the last two items are reported separately.

The General Satisfactoriness score is an overall score derived from all 27 items. The other four scales represent different aspects of work satisfactoriness and are made up of different sets of items from the questionnaire. The Performance scale concerns the employee's promotability and the quantity and quality of his work. The Conformance scale reflects how well the worker gets along with supervisors and co-workers and observes regulations. The Dependability scale refers to the frequency of disciplinary problems created by the employee. The Personal Adjustment scale pertains to the worker's emotional health. Responses to items 1-27 are consistently weighted from 1-3, but desirability of response is not consistently high or low.

A list of the items for each scale and a copy of the total instrument follow:

SCALE	ITEM NUMBERS	TOTAL ITEMS
Performance	4-5, 11-16	8
Conformance	1-3, 6-8, 10	7
Dependability	17, 20-21, 26	4
Personal Adjustment	18-19, 22-25, 27	7
General Satisfactoriness	1-27	27

NOTE: Item 9 is included in the General scale but not in any subscale of it.

TEACHER SATISFACTORINESS SCALE

TEACHER NAME _____ ID NUMBER _____

RATED BY _____ DATE _____

DIRECTIONS: Please check the ONE BEST answer for each question about this teacher. Be sure to answer ALL QUESTIONS.

Compared to others in his work group, how well does he . . .	*Not as Well*	*About the Same*	*Better*
1. Follow school policies and practices?	1 ☐	2 ☐	3 ☐
2. Accept the direction of his supervisor?	1 ☐	2 ☐	3 ☐
3. Follow standard work rules and procedures?. . . .	1 ☐	2 ☐	3 ☐
4. Accept the responsibility of his job?	1 ☐	2 ☐	3 ☐
5. Adapt to changes in procedures or methods?. . . .	1 ☐	2 ☐	3 ☐
6. Respect the authority of his supervisor?.	1 ☐	2 ☐	3 ☐
7. Work as a member of a team?	1 ☐	2 ☐	3 ☐
8. Get along with his supervisors?	1 ☐	2 ☐	3 ☐
9. Perform repetitive tasks?	1 ☐	2 ☐	3 ☐
10. Get along with his co-workers?.	1 ☐	2 ☐	3 ☐
11. Perform tasks requiring variety and change in methods?	1 ☐	2 ☐	3 ☐

Compared to others in his work group . . .	*Not as Good*	*About the Same*	*Better*
12. How good is the quality of his work?.	1 ☐	2 ☐	3 ☐
13. How good is the quantity of his work?	1 ☐	2 ☐	3 ☐

If you could make the decision, would you . . .	*Yes*	*Not Sure*	*No*
14. Give him a pay raise?	1 ☐	2 ☐	3 ☐
15. Transfer him to a job at a higher level?.	1 ☐	2 ☐	3 ☐
16. Promote him to a position of more responsibility?	1 ☐	2 ☐	3 ☐

- Please continue on the other side -

Compared to others in his work group, how often does he . . .	*Less*	*About the Same*	*More*
17. Come late for work?	1 ☐	2 ☐	3 ☐
18. Become overexcited?	1 ☐	2 ☐	3 ☐
19. Become upset and unhappy?	1 ☐	2 ☐	3 ☐
20. Need disciplinary action?	1 ☐	2 ☐	3 ☐
21. Stay absent from work?	1 ☐	2 ☐	3 ☐
22. Seem bothered by something?	1 ☐	2 ☐	3 ☐
23. Complain about physical ailments?	1 ☐	2 ☐	3 ☐
24. Say 'odd' things?	1 ☐	2 ☐	3 ☐
25. Seem to tire easily?	1 ☐	2 ☐	3 ☐
26. Act as if he is not listening when spoken to?	1 ☐	2 ☐	3 ☐
27. Wander from subject to subject when talking?	1 ☐	2 ☐	3 ☐

28. Now will you please consider this worker with respect to his overall competence, the effectiveness with which he performs his job, his proficiency, his general overall value. Take into account all the elements of successful job performance, such as knowledge of the job and functions performed, quantity and quality of output, relations with other people (subordinates, equals, superiors), ability to get the work done, intelligence, interest, response to training, and the like. In other words, how closely does he approximate the ideal, the kind of worker you want more of? With all these factors in mind, where would you rank this worker as compared with the other people whom you now have doing the same work? (or, if he is the only one, how does he compare with those who have done this same work in the past?)

In the top 1/4 . . . . . 1 ☐

In the top half but not among the top 1/4 . . . . . 2 ☐

In the bottom half but not among the lowest 1/4 . . . . . 3 ☐

In the lowest 1/4 . . . . . 4 ☐

	Yes	*No*
29. Based on competence, if you could make the decision to replace this worker, would you?	1 ☐	2 ☐

This instrument was included in the present study to provide an indication of the satisfactoriness of the different sample groups as employees. The principals of these teachers and aides, their "employers" in a sense, served as the raters for the instrument.

The two tables presented on the following pages show for each group 1) the individual item means, the scale means, and the total item means based on each scale mean, and 2) the rank of each group's score on each scale.

RESULTS

General Comments

As shown by other instruments used in this study, the two A-certified experienced groups of teachers received the highest and lowest scores on the areas measured, and the other sample groups received ratings falling between these two extremes on the score continuum. These other four groups were not consistent in their scale score rankings except that they were always between the extremes.

Given that the rating sheet required the rater to compare each teacher with all others in her work group, not just the others in her sample group, and given that all the total item means except those for the lowest experienced group were above a "2," it may be concluded that the remaining five groups are at least average or satisfactory in their work.

The results on items 28 and 29 are shown below:

	Aides	A - 0	B-2 New	B-2 Old	Experienced$_1$	Experienced$_2$
28.	1.60	1.95	1.98	2.03	3.11	1.13
29.	1.88	1.93	1.89	1.84	1.51	1.93

Item 28 indicates that all but the low group of experienced teachers were rated as average or above in their overall work and competence. Item 29 shows that the principals would be reluctant to replace any group except the low experienced group if competence were the criterion.

TABLE Ss-I

TEACHER SATISFACTORINESS SCALES

Item and Scale Means By Group
February, 1972

Scale and Item #	Aides N=40	A - O N=45	B-2 New N=41	B-2 Old N-39	Experienced$_1$ N=46	Experienced$_2$ N=47	Total** N=275
Scale $\bar{X}$	18.32	17.52	17.20	16.11	11.68	21.16	17.13
Performance Item $\bar{X}$	2.29	2.19	2.15	2.01	1.46	2.65	2.14
4	2.45	2.33	2.39	2.31	1.70	2.79	2.33
5	2.15	2.20	2.32	2.28	1.72	2.66	2.22
11	2.24	2.31	2.13	2.26	1.58	2.80	2.21
12	2.38	2.22	2.15	2.15	1.46	2.91	2.23
13*	2.33	2.31	2.15	2.13	1.41	2.79	2.20
14*	2.62	2.47	2.45	1.92	1.41	2.66	2.28
15*	2.05	1.78	1.78	1.53	1.22	2.21	1.80
16*	2.10	1.90	1.83	1.53	1.18	2.34	1.86
Scale $\bar{X}$	15.97	15.88	16.39	15.61	13.11	18.53	15.86
Conformance Item $\bar{X}$	2.28	2.27	2.34	2.23	1.87	2.65	2.27
1	2.25	2.22	2.29	2.08	1.76	2.64	2.21
2	2.40	2.33	2.34	2.21	1.89	2.68	2.29
3	2.15	2.24	2.22	2.13	1.72	2.62	2.18
6	2.33	2.36	2.44	2.30	2.02	2.66	2.34
7	2.23	2.20	2.37	2.28	1.70	2.72	2.24
8	2.38	2.31	2.39	2.33	1.98	2.64	2.33
10	2.23	2.22	2.34	2.28	2.04	2.57	2.27
Scale $\bar{X}$	9.60	9.77	9.59	9.11	8.50	10.95	9.64
Dependability Item $\bar{X}$	2.40	2.44	2.40	2.28	2.13	2.74	2.41
17*	2.37	2.51	2.42	2.23	2.33	2.70	2.44
20*	2.41	2.35	2.40	2.21	1.91	2.83	2.38
21*	2.45	2.40	2.47	2.31	2.24	2.72	2.43
26*	2.37	2.51	2.30	2.36	2.02	2.70	2.39

TABLE Ss-I

TEACHER SATISFACTORINESS SCALES (cont.)

Scale and Item #	Aides N=40	A - O N=45	B-2 New N=41	B-2 Old N=39	Experienced$_1$ N=46	Experienced$_2$ N=47	Total** N=275
Personal Adjustment Scale $\bar{X}$	15.88	16.56	16.46	16.28	13.89	18.71	16.31
Personal Adjustment Item $\bar{X}$	2.27	2.37	2.35	2.33	1.98	2.67	2.33
18*	2.30	2.13	2.15	2.36	1.80	2.60	2.23
19*	2.27	2.11	2.32	2.28	1.84	2.51	2.23
22*	2.22	2.60	2.37	2.21	1.93	2.70	2.30
23*	2.35	2.51	2.49	2.31	2.18	2.74	2.43
24*	2.22	2.40	2.36	2.33	1.98	2.75	2.35
25*	2.17	2.34	2.33	2.41	2.09	2.64	2.35
27*	2.35	2.47	2.44	2.38	2.07	2.77	2.42
Item 9 $\bar{X}$	2.28	2.18	2.24	2.13	1.93	2.59	2.23
General - Scale $\bar{X}$ (Items 1-27)	62.05	61.91	61.88	59.24	49.11	66.46	61.17
General - Item $\bar{X}$ (Items 1-27)	2.30	2.29	2.29	2.19	1.82	2.46	2.27

* On the instrument itself, the lower the score on these items the better the score. However, in calculating the results presented above, the weights of these particular items were reversed (1=3, 2=2, 3=1), making the higher item and scale mean the better one for all items.

** Some respondents were for various reasons unable to be classified into a particular group although they were originally selected because of their membership in one of these groups. Therefore, their scores were included in the total results but not in any one group's results.

TABLE Ss-II

TEACHER SATISFACTORINESS SCALES

Rankings of Scale Means By Group[1/]
February, 1972

SCALE	SCALE MEAN RANKS					
	Aides	A - O	B-2 New	B-2 Old	Experienced$_1$	Experienced$_2$
Performance	2	3	4	5	6	1
Conformance	3	4	2	5	6	1
Dependability	3	2	4	5	6	1
Personal Adjustment	5	2	3	4	6	1
General Satisfactoriness	2	3	4	5	6	1

[1/] A rank of "1" on a scale means that group had the highest average score on that scale. A "6" represents the lowest group average.

Comparative Comments

B-2 New vs. Aides.

- The B-2 New teachers outranked the Aides on Conformance and Personal Adjustment; they were rated slightly lower than the Aides on Performance and Dependability; the difference in overall group scores was 0.17 -- negligible.
- The B-2 New teachers averaged 2.29 on each item and the Aides averaged 2.30 -- indicating that both groups were rated above average in satisfactoriness as employees.

B-2 New vs. A - O.

- Overall, the two groups were rated to be nearly identical. On General Satisfactoriness, there was only .03 of a point difference between the two groups; the overall item means were identical.
- Each group surpassed the other on an equal number of individual item means.
- The scores of the two groups were more similar than those of any other groups.
- The greatest scale mean difference between the two groups was on Conformance, with the B-2 New teachers being rated better. This difference, however, was not very large.

B-2 New vs. B-2 Old.

- The B-2 New teachers were rated higher on every scale than the B-2 Old teachers. Their ratings were more similar on Personal Adjustment than on any other scale. Their greatest difference was in Performance.
- The B-2 Old teachers were rated better than the B-2 News only on items 11, 18, 25 and 26.

B-2 New vs. Experienced Groups.

- The B-2 New teachers were consistently rated between the two groups of experienced teachers -- this held true for every item and scale on the instrument.
- In addition, the B-2 News were typically rated closer to the highest experienced group.

SUMMARY

On the Teacher Satisfactoriness Scales, all but one group of educators was rated as satisfactory or above average in their job. This lowest group was traditionally trained, A-certified, and experienced. It may be concluded, therefore, that the B-2 type training does indeed prepare the trainees adequately to be satisfactory employees, relative to their counterparts in the schools.

Conclusions

Considered as a whole, the data indicate that indeed the EPDA B-2 training programs in North Carolina were successful in achieving their objectives. The various instruments, areas, and techniques used to evaluate the B-2 trainees and compare them with their peers who were traditionally trained show that the B-2 teachers perform in their job at least equally as well as their counterparts.

Thus we conclude:

- There are methods for successfully training teachers other than being enrolled in the traditional college teacher training program.
- There are good methods becoming available for evaluating teacher effectiveness and teaching success in the profession.

There are, therefore, strong implications for a close examination of the traditional training, hiring, and evaluation procedures currently in use in the teaching profession. New developments in the field of education are examining 1) the efficiency and productivity of teacher training methods and 2) the effectiveness of various teacher evaluation methods. This study, by developing a multi-dimensional conceptualization of teacher evaluation to evaluate the EPDA B-2 program in North Carolina, has shown that we are on the way to a method of teacher evaluation which has feasible application on a broad scale and which has validity at least in the areas measured.

SECTION TWO

APPENDIX A

GOALS FOR TEACHER TRAINING PROGRAMS

(Forms A and B)

APPENDIX A

FORM A

GOALS FOR TEACHER TRAINING PROGRAMS

Listed below are statements which reflect five types of goals for teacher training programs: preparing the teacher as

1) *a person (personal qualities)*
2) *an operative (teaching skills that can be learned by anyone)*
3) *an employee*
4) *a knower of teaching behaviors*
5) *a knower of educational philosophy*

Your particular training program may have concentrated heavily on some of the areas and not so much on others.

You will note that the goals are stated in behavioral terms, or teacher outcomes, rather than as program objectives. As you read each statement, ask yourself whether your program was designed so that the teacher would have that particular skill at the conclusion of the training or would be affected in that particular way. Then, indicate the extent or level of concentration your training program included in that area, according to the following criteria:

A. *Primary objective:* my program had this as stated objective and spent a substantial amount of effort on it.

B. *Secondary objective:* although my program did not specifically address this area, it was so designed that this goal would be achieved nevertheless.

C. *By-product:* although my program neither addressed nor was designed to achieve this goal, I feel it probably occurred as a result of the program anyway.

D. *Important but excluded:* although this is an important area, I do not feel it belongs in a training program.

E. *Unimportant:* I feel this is unimportant and should not be included in a teacher training program.

NORTH CAROLINA EPDA B-2 TRAINEE RESPONSES

STATEWIDE TOTALS

FORM B*

GOALS FOR TEACHER TRAINING PROGRAMS

Listed below are statements which reflect five types of goals for teacher training programs: preparing the teacher as

1) *a person (personal qualities)*
2) *an operative (teaching skills that can be learned by anyone)*
3) *an employee*
4) *a knower of teaching behaviors*
5) *a knower of educational philosophy*

Your particular training program may have concentrated heavily on some of the areas and not so much on others.

You will note that the goals are stated in behavioral terms, or teacher outcomes, rather than as program objectives. As you read each statement, ask yourself how well your intensive training program has prepared you in that particular area. Then indicate your level of proficiency or ability in each activity, according to the following criteria:

A. *Very good preparation:* My training program has prepared me well in this area, or, it has definitely had this effect on me. I feel confident I do or could demonstrate this ability as a result of my training program.

B. *Probable preparation:* My training program covered this area or tried to have this effect on me, and possibly it has done so; perhaps I could demonstrate this ability if asked to but I am not completely confident that I could.

C. *Inadequate preparation:* My training program tried to achieve this but failed. I am rather sure I could not demonstrate this or have not been affected in this way.

D. *Ability without preparation:* My training program was (was not) concerned with this, but I do or can do this anyway.

E. *Neither training nor ability:* My training program was not concerned with this, nor can I do this on my own.

* * * * * * * * * * * * * * * * * * * *

*NOTE: The last column on the following pages called "No Response" was added to facilitate the reporting of the actual results obtained. It was NOT present on the original instrument for either Form A or Form B.

PREPARING THE TEACHER AS A PERSON

	Very good Preparation	Probable Preparation	Inadequate Preparation	Ability without Preparation	Neither training nor Ability	No Response
1. The teacher's knowledge of her subject matter is increased.	53	23	4	47	1	1
2. The teacher's knowledge of the teaching profession is increased.	101	24	0	4	0	0
3. The teacher's ability to relate to members of other cultures is improved.	49	35	4	34	6	1
4. The teacher's ability as a decision maker is improved.	70	42	2	14	0	1
5. The teacher's interest in her subject matter is increased.	64	18	2	42	1	2
6. The teacher's attitude toward teaching is improved.	101	18	2	8	0	0
7. The teacher's motivation and desire to do well is improved.	100	12	0	16	0	1
8. The teacher's value system, professional ethics, and morals are improved.	66	33	1	28	0	1
9. The teacher's thoughtfulness, courtesy, cooperativeness, and considerateness is improved.	65	27	1	34	1	1
10. The teacher's fairness, objectivity, and reliability is increased.	76	27	1	25	0	0
11. The teacher's physical fitness and health is improved.	17	21	10	73	6	2
12. The teacher's attire, dress, and cleanliness is improved.	23	21	3	78	2	2
13. The teacher's patience is increased.	63	26	5	33	0	2
14. The teacher's sympathy (empathy) with students is improved.	81	23	4	20	1	0
15. The teacher's effort in reinforcing the efforts of students and other staff (praise) is increased.	85	24	5	13	1	1

PREPARING THE TEACHER AS A PERSON (CONT.)

	Very good Preparation	Probable Preparation	Inadequate Preparation	Ability without Preparation	Neither training nor Ability	No Response
16. The teacher's orderliness is increased.	53	42	5	27	1	1
17. The teacher's speech and pleasantness of tone is improved.	46	39	4	35	4	1
18. The teacher's ability to communicate effectively is improved.	71	37	2	18	1	0
19. The teacher's self-confidence is improved.	89	25	4	9	0	2
20. The teacher's ability to perform self-evaluation is improved.	75	32	3	18	1	0

PREPARING THE TEACHER AS AN OPERATIVE

1. The teacher can demonstrate the ability to prepare lesson plans acceptable for use in a classroom situation.	73	33	3	17	3	0
2. The teacher can demonstrate the ability to teach a class, following lesson plans, in a classroom situation similar to that in which she will later teach.	81	28	3	16	1	0
3. The teacher can have classroom teaching experience under the supervision of an experienced teacher.	98	23	2	5	0	1
4. The teacher will become acquainted with child growth and development.	59	36	9	23	2	0
5. The teacher will be able to demonstrate a knowledge of the various socioeconomic and ethnic groups in the community in which she will be employed.	47	37	14	30	1	0
6. The teacher can demonstrate the ability to maintain control of students in a classroom situation by using positive discipline techniques.	65	50	6	8	0	0
7. The teacher can demonstrate the ability to conduct four commonly used teaching techniques and two innovative or experimental techniques, one of which is individualized instruction.	56	40	12	14	5	2
8. The teacher can demonstrate the ability to conduct joint pupil-teacher planning.	62	38	9	18	2	0

PREPARING THE TEACHER AS AN OPERATIVE (CONT.)

	Very good Preparation	Probable Preparation	Inadequate Preparation	Ability without Preparation	Neither training nor Ability	No Response
9. The teacher can demonstrate the ability to formulate behavioral objectives, plan for their attainment, and measure student gains in achievement.	66	49	10	2	2	0
10. The teacher can demonstrate the ability to use various types of equipment for the preparation of instructional materials such as transparency makers, duplicating machines, and other standard equipment for use in the classroom.	74	21	12	11	11	0
11. The teacher can compare methods of working with three types of pupils, at least one of which is deprived or handicapped.	52	32	19	14	12	0
12. The teacher can demonstrate the ability to prepare anecdotal records, behavioral paragraphs, and case studies of selected students.	37	30	18	25	18	1
13. The teacher can demonstrate the ability to keep standard school records such as attendance records, book reports, insurance reports, bus reports, student records, cumulative folders, report cards.	84	32	2	9	2	0
14. The teacher will be encouraged to allow the students to use resources outside the classroom as their need arises.	85	24	2	14	4	0
15. The teacher can demonstrate the ability to use audiovisual equipment such as movie, filmstrip, and overhead projectors, and tape recorders, in a classroom situation.	70	26	6	20	7	0
16. The teacher will be provided time for individual discussions on subject matter and/or methodology with master teachers, supervisors, administrators, consultants, and college professors.	84	23	4	10	8	0
17. The teacher can demonstrate the ability to use other visual aides such as maps, charts, and globes in a classroom situation.	60	20	4	43	2	0

PREPARING THE TEACHER AS AN OPERATIVE (CONT.)

	Very good Preparation	Probable Preparation	Inadequate Preparation	Ability without Preparation	Neither training nor Ability	No Response
18. The teacher can demonstrate a knowledge of school law and school policies.	63	34	12	10	10	0
19. The teacher can demonstrate a knowledge of the areas covered by the National Teacher Exam.	27	27	14	40	19	2
20. The teacher can demonstrate the ability to give and score standardized tests such as group I.Q. and achievement tests.	38	20	17	28	26	0

PREPARING THE TEACHER AS AN EMPLOYEE

1. The teacher follows school procedures and rules.	94	17	4	14	0	0
2. The teacher meets expected deadlines.	95	15	2	17	0	0
3. The teacher can and does keep adequate school records.	93	22	1	11	2	0
4. The teacher shows good organization and preparation in all phases of school operation.	74	32	7	11	2	3
5. The teacher effectively administers non-classroom routines such as fire drills, assemblies, homeroom duties.	33	28	11	49	8	0
6. The teacher holds the respect of associates and students.	70	36	2	20	1	0
7. The teacher keeps up with professional trends and techniques in education.	81	26	3	16	1	2
8. The teacher is cooperative in the performance of her duties.	94	14	1	19	0	1
9. The teacher's work is satisfactory in both quality and quantity.	84	25	2	17	1	0
10. The teacher is amenable to new ideas and techniques.	100	13	2	14	0	0
11. The teacher shows evidence of good school-community relations.	72	20	4	29	3	1

PREPARING THE TEACHER AS AN EMPLOYEE (CONT.)

	Very good Preparation	Probable Preparation	Inadequate Preparation	Ability without Preparation	Neither training nor Ability	No Response
12. The teacher is a good "company man.	57	37	4	24	3	4
13. The teacher recognizes and uses the proper channels of authority.	92	19	6	11	1	0
14. The teacher adapts well to the surroundings rather than complain about a less-than-ideal situation.	72	30	5	21	0	1
15. The teacher assumes responsibility willingly and well, even beyond the call of duty.	69	29	2	26	2	1
16. The teacher makes full use of her best abilities by relating them to the classroom whenever possible.	83	26	2	16	0	2
17. The teacher maintains good balance between acting independently and seeking help or advice on problems.	79	27	2	19	1	1
18. The teacher gives the appearance of being a satisfied employee.	72	23	4	23	6	1
19. The teacher seldom needs to offer excuses for work not being done or responsibilities not being met.	67	26	3	32	1	0
20. The teacher does not gossip or pass on school-related rumors either within or outside the school.	76	20	6	25	2	0

PREPARING THE TEACHER AS A KNOWER OF TEACHING BEHAVIORS

1. The teacher can discuss the psychological and sociological aspects of the teacher's relationship to the school, home, community, or institution in which the teacher will be employed.	70	35	5	14	4	1
2. The teacher can relate three concepts in modern mathematics to the instruction of early childhood or intermediate students.	20	19	26	23	41	0

PREPARING THE TEACHER AS A KNOWER OF TEACHING BEHAVIORS (CONT.)

	Very good Preparation	Probable Preparation	Inadequate Preparation	Ability without Preparation	Neither training nor Ability	No Response
3. The teacher can describe the methodologies of individualized instruction, small group instruction, and large group instruction.	60	37	6	14	11	1
4. The teacher can compare and contrast team teaching and planning with traditional teaching and planning.	59	45	5	10	10	0
5. The teacher can discuss methods of working with three types of pupils, at least one of which is deprived or handicapped, and can explain why the different methods are appropriate to the different types of students.	53	32	15	15	13	1
6. The teacher can list and give solutions for five problems common to beginning teachers, aides, or returning teachers.	69	37	6	10	5	2
7. The teacher is able to perform self-evaluation of classroom instruction on a day-by-day basis, appropriate to the goals and methodology of the day.	73	32	7	11	5	1
8. The teacher can compare three methods of reading instruction and the appropriate uses of each.	35	44	15	9	25	1
9. The teacher can describe methods of maintaining a classroom climate conducive to learning.	91	27	1	6	3	1
10. The teacher can describe various reinforcement techniques and the effective uses of each.	80	32	8	5	2	2

PREPARING THE TEACHER AS A KNOWER OF EDUCATIONAL PHILOSOPHY

1. The teacher can discuss the philosophical foundations upon which the school laws and policies are based.	39	37	17	17	19	0
2. The teacher can relate how and why his/her relationship to the school, home, community, or institution is important.	78	27	3	19	1	1

PREPARING THE TEACHER AS A KNOWER OF EDUCATIONAL PHILOSOPHY (CONT.)

	Very good Preparation	Probable Preparation	Inadequate Preparation	Ability without Preparation	Neither training nor preparation	No Response
3. The teacher can demonstrate a knowledge of Foundations of American Education and certain individuals important in the development of education.	43	33	13	19	18	3
4. The teacher can discuss reasons for the existence of individualized instruction, small group instruction, and large group instruction; discuss appropriate uses of each; and, given a hypothetical situation, can support her choice of method.	64	45	8	7	5	0
5. The teacher can compare and discuss knowledgeably learning theories and teacher expectation in learning, supporting his choice of theory or developing his own.	46	55	13	6	8	1
6. The teacher can discuss student self-concept: its development, importance, and relationship to classroom experiences.	54	45	5	19	6	0
7. The teacher understands the differences between team teaching and planning and traditional teaching and planning and can discuss appropriate uses of both, given a hypothetical situation.	61	49	8	4	5	2
8. The teacher can discuss the philosophy behind and the pros and cons of student autonomy vs. teacher direction, giving examples to show the appropriate use of each.	53	38	15	10	12	1
9. The teacher can describe her beliefs about the proper amount of classroom order to be maintained in various situations, ranging from completely structured to unstructured.	74	35	4	15	1	0
10. The teacher can explain why she feels subject matter is or is not her most important task in the classroom.	80	26	3	20	0	0
11. The teacher can give evidence to support her beliefs about how much emotional disengagement she should maintain in the classroom.	70	32	8	16	2	1

APPENDIX B

GOALS FOR TEACHER TRAINING PROGRAMS

Statewide Achievement of Objectives

GOALS FOR TEACHER TRAINING PROGRAMS

Statewide Achievement of Primary Objectives*
in the EPDA B-2 Training Programs
in North Carolina

TRAINEE RESPONSES

	Very Good Preparation	Probable Preparation	Inadequate Preparation	Ability Without Preparation	Neither Training Nor Ability	Blank	TOTAL
PREPARING THE TEACHER AS A PERSON							
No. Teachers	789	275	27	179	7	6	1283
Percent	61.5	21.4	2.1	14.0	0.5	0.5	
PREPARING THE TEACHER AS AN OPERATIVE							
No. Teachers	843	337	62	144	36	1	1423
Percent	59.2	23.7	4.4	10.1	2.5	0.1	
PREPARING THE TEACHER AS AN EMPLOYEE							
No. Teachers	818	248	28	143	11	4	1252
Percent	65.3	19.8	2.2	11.4	0.9	0.3	
PREPARING THE TEACHER AS A KNOWER OF TEACHING BEHAVIORS							
No. Teachers	336	156	31	50	37	5	615
Percent	54.6	25.4	5.0	8.1	6.0	0.8	
PREPARING THE TEACHER AS A KNOWER OF EDUCATIONAL PHILOSOPHY							
No. Teachers	300	195	37	71	21	5	629
Percent	47.7	31.0	5.9	11.3	3.3	0.8	
TOTAL	3086	1211	185	587	112	21	5202
PERCENT	59.3	23.3	3.6	11.3	2.1	0.4	100.0

**Primary objectives were defined as those which were specifically stated as desired outcomes and to which considerable time was devoted in the training programs.*

GOALS FOR TEACHER TRAINING PROGRAMS

Statewide Achievement of Secondary Objectives* in the EPDA B-2 Training Programs in North Carolina

	TRAINEE RESPONSES						
	Very Good Preparation	Probable Preparation	Inadequate Preparation	Ability Without Preparation	Neither Training Nor Ability	Blank	TOTAL
PREPARING THE TEACHER AS A PERSON							
No. Teachers	333	117	17	138	5	7	617
Percent	*54.0*	*19.0*	*2.8*	*22.4*	*0.8*	*1.1*	
PREPARING THE TEACHER AS AN OPERATIVE							
No. Teachers	192	126	44	78	20	1	461
Percent	*41.6*	*27.3*	*9.5*	*16.9*	*4.3*	*0.2*	
PREPARING THE TEACHER AS AN EMPLOYEE							
No. Teachers	333	105	19	129	10	9	605
Percent	*55.0*	*17.4*	*3.1*	*21.3*	*1.7*	*1.5*	
PREPARING THE TEACHER AS A KNOWER OF TEACHING BEHAVIORS							
No. Teachers	196	114	41	46	41	4	442
Percent	*44.3*	*25.8*	*9.3*	*10.4*	*9.3*	*0.9*	
PREPARING THE TEACHER AS A KNOWER OF EDUCATIONAL PHILOSOPHY							
No. Teachers	198	99	23	50	22	2	394
Percent	*50.3*	*25.1*	*5.8*	*12.7*	*5.6*	*0.5*	
TOTAL	1252	561	144	441	98	23	2519
PERCENT	*49.7*	*22.3*	*5.7*	*17.5*	*3.9*	*0.9*	*100.*

Secondary objectives were defined as those which the training programs were not specifically addressed to but were designed to achieve nevertheless.

GOALS FOR TEACHER TRAINING PROGRAMS

Statewide Achivement of By-Products*
in the EPDA B-2 Training Programs
in North Carolina

	TRAINEE RESPONSES						
	Very Good Preparation	Probable Preparation	Inadequate Preparation	Ability Without Preparation	Neither Training Nor Ability	Blank	TOTAL
PREPARING THE TEACHER AS A PERSON							
No. Teachers	169	113	12	141	6	4	445
Percent	*38.0*	*25.4*	*2.7*	*31.7*	*1.3*	*0.9*	
PREPARING THE TEACHER AS AN OPERATIVE							
No. Teachers	164	94	40	66	27	0	391
Percent	*41.9*	*24.0*	*10.2*	*6.9*	*0.0*		
PREPARING THE TEACHER AS AN EMPLOYEE							
No. Teachers	348	101	20	109	8	2	588
Percent	*59.2*	*17.2*	*3.4*	*18.5*	*1.4*	*0.3*	
PREPARING THE TEACHER AS A KNOWER OF TEACHING BEHAVIORS							
No. Teachers	39	42	8	9	12	0	110
Percent	*35.5*	*38.2*	*7.3*	*8.2*	*10.9*	*0.0*	
PREPARING THE TEACHER AS A KNOWER OF EDUCATIONAL PHILOSOPHY							
No. Teachers	153	110	25	21	14	1	324
Percent	*47.2*	*34.0*	*7.7*	*6.5*	*4.3*	*0.3*	
TOTAL	873	460	105	346	67	7	1858
PERCENT	*47.0*	*24.8*	*5.6*	*18.6*	*3.6*	*0.4*	*100.0*

**By-Products were defined as those outcomes which probably occurred as a result of the training programs even though the programs were not designed to achieve them.*

GOALS FOR TEACHER TRAINING PROGRAMS

Statewide Achievement of Important/Excluded Objectives in the EPDA B-2 Training Program

	TRAINEE RESPONSES						
	Very Good Preparation	Probable Preparation	Inadequate Preparation	Ability Without Preparation	Neither Training Nor Ability	Blank	TOTAL
PREPARING THE TEACHER AS A PERSON							
No. Teachers	57	44	6	118	8	2	235
Percent	*24.3*	*18.7*	*2.6*	*50.2*	*3.4*	*.9*	
PREPARING THE TEACHER AS AN OPERATIVE							
No. Teachers	70	52	30	58	47	1	258
Percent	*27.1*	*20.2*	*11.6*	*22.5*	*18.2*	*.4*	
PREPARING THE TEACHER AS AN EMPLOYEE							
No. Teachers	32	16	5	27	3	0	83
Percent	*38.6*	*19.3*	*6.0*	*32.5*	*3.6*	*0.0*	
PREPARING THE TEACHER AS A KNOWER OF TEACHING BEHAVIORS							
No. Teachers	39	28	14	12	29	1	123
Percent	*31.7*	*22.8*	*11.4*	*9.8*	*23.6*	*.8*	
PREPARING THE TEACHER AS A KNOWER OF EDUCATIONAL PHILOSOPHY							
No. Teachers	11	18	12	10	20	1	72
Percent	*15.3*	*25.0*	*16.7*	*13.9*	*27.8*	*1.4*	
TOTAL	209	158	67	225	107	5	771
PERCENT	*27.1*	*20.5*	*8.7*	*29.2*	*13.9*	*.6*	*100.0*

*Important/Excluded objectives were defined as areas that were considered important but not belonging in a training program.

GOALS FOR TEACHER TRAINING PROGRAMS

Statewide Achievement of Unimportant Objectives* in the EPDA B-2 Training Program

	TRAINEE RESPONSES						
	Very Good Preparation	Probable Preparation	Inadequate Preparation	Ability Without Preparation	Neither Training Nor Ability	Blank	TOTAL
PREPARING THE TEACHER AS A PERSON							
No. Teachers	0	0	0	0	0	0	0
Percent	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	
PREPARING THE TEACHER AS AN OPERATIVE							
No. Teachers	7	4	2	9	4	1	27
Percent	*25.9*	*14.8*	*7.4*	*33.3*	*14.8*	*3.7*	
PREPARING THE TEACHER AS AN EMPLOYEE							
No. Teachers	26	15	1	6	2	2	52
Percent	*50.0*	*28.8*	*1.9*	*11.5*	*3.8*	*3.8*	
PREPARING THE TEACHER AS A KNOWER OF TEACHING BEHAVIORS							
No. Teachers	0	0	0	0	0	0	0
Percent	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	
PREPARING THE TEACHER AS A KNOWER OF EDUCATIONAL PHILOSOPHY							
No. Teachers	0	0	0	0	0	0	0
Percent	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*	
TOTAL	33	19	3	15	6	3	79
PERCENT	*41.8*	*24.0*	*3.8*	*18.9*	*7.6*	*3.8*	*100.0*

**Unimportant objectives were defined as those that were neither important nor deserving inclusion in teacher training programs.*

APPENDIX C

GOALS FOR TEACHER TRAINING PROGRAMS

Items rated by Majority of Project Directors as Primary Objectives

GOALS FOR TEACHER TRAINING PROGRAMS

Items Rated by Majority of Project Directors as
PRIMARY OBJECTIVES
of Their EPDA B-2 Teacher Training Programs

PREPARING THE TEACHER AS A PERSON:

6. The teacher's attitude toward teaching is improved. (6*)
7. The teacher's motivation and desire to do well is improved. (6)
2. The teacher's knowledge of the teaching profession is increased. (5)
18. The teacher's ability to communicate effectively is improved. (5)
3. The teacher's ability to relate to members of other cultures is improved. (4)
8. The teacher's value system, professional ethics, and morals are improved. (4)
10. The teacher's fairness, objectivity, and reliability is increased. (4)
14. The teacher's sympathy (empathy) with students is improved. (4)
20. The teacher's ability to perform self-evaluation is improved. (4)

*Number in parentheses at end of each item represents number of directors choosing that item as a primary objective for their training program. Maximum is 6.

GOALS FOR TEACHER TRAINING PROGRAMS

Items Rated by Majority of Project Directors as
PRIMARY OBJECTIVES
of Their EPDA B-2 Teacher Training Programs

PREPARING THE TEACHER AS AN OPERATIVE

1. The teacher can demonstrate the ability to prepare lesson plans acceptable for use in a classroom situation. (6*)

2. The teacher can demonstrate the ability to teach a class, following lesson plans, in a classroom situation similar to that in which she will later teach. (6)

3. The teacher can have classroom teaching experience under the supervision of an experienced teacher. (6)

6. The teacher can demonstrate the ability to maintain control of students in a classroom situation by using positive discipline techniques. (5)

13. The teacher can demonstrate the ability to keep standard school records such as attendance records, book reports, insurance reports, bus reports, student records, cumulative folders, report cards. (5)

14. The teacher will be encouraged to allow the students to use resources outside the classroom as their need arises. (5)

7. The teacher can demonstrate the ability to conduct four commonly used teaching techniques and two innovative or experimental techniques, one of which is individualized instruction. (4)

9. The teacher can demonstrate the ability to formulate behavioral objectives, plan for their attainment, and measure student gains in achievement. (4)

15. The teacher can demonstrate the ability to use audiovisual equipment such as movie, filmstrip, and overhead projectors, and tape recorders, in a classroom situation. (4)

16. The teacher will be provided time for individual discussions on subject matter and/or methodology with master teachers, supervisors, administrators, consultants, and college professors. (4)

* Number in parentheses at end of each item represents number of directors choosing that item as a primary objective for their training program. Maximum is 6.

GOALS FOR TEACHER TRAINING PROGRAMS

Items Rated by Majority of Project Directors as
PRIMARY OBJECTIVES
of Their EPDA B-2 Teacher Training Programs

PREPARING THE TEACHER AS A KNOWER OF TEACHING BEHAVIORS

9. The teacher can describe methods of maintaining a classroom climate conducive to learning. (6*)

3. The teacher can describe the methodologies of individualized instruction, small group instruction, and large group instruction. (4)

10. The teacher can describe various reinforcement techniques and the effective uses of each. (4)

* Number in parentheses at end of each item represents number of directors choosing that item as a primary objective for their training program. Maximum is 6.

GOALS FOR TEACHER TRAINING PROGRAMS

Items Rated by Majority of Project Directors as
PRIMARY OBJECTIVES
of Their EPDA B-2 Teacher Training Programs

PREPARING THE TEACHER AS AN EMPLOYEE

6. The teacher holds the respect of associates and students. (5*)

10. The teacher is amenable to new ideas and techniques. (5)

16. The teacher makes full use of her best abilities by relating them to the classroom whenever possible. (5)

3. The teacher can and does keep adequate school records. (4)

4. The teacher shows good organization and preparation in all phases of school operation. (4)

* Number in parentheses at end of each item represents number of directors choosing that item as a primary objective for their training program. Maximum is 6.

GOALS FOR TEACHER TRAINING PROGRAMS

Items Rated by Majority of Project Directors as
PRIMARY OBJECTIVES
of Their EPDA B-2 Teacher Training Programs

PREPARING THE TEACHER AS A KNOWER OF EDUCATIONAL PHILOSOPHY

3. The teacher can demonstrate a knowledge of Foundations of American Education and certain individuals important in the development of education. (4*)

5. The teacher can compare and discuss knowledgeably learning theories and teacher expectation in learning, supporting his choice of theory or developing his own. (4)

7. The teacher understands the differences between team teaching and planning and traditional teaching and planning and can discuss appropriate uses of both, given a hypothetical situation. (4)

* Number in parentheses at end of each item represents number of directors choosing that item as a primary objective for their training program. Maximum is 6.

APPENDIX D

BATTERY OF OTHER INSTRUMENTS

RATER NAME: _____

THE TEACHER AS A PERSON

Each of the indicators in this scale are often used in assessing teacher effectiveness. Certain talents are critical to the teaching act while others vary in their importance. We are interested in how administrators and supervisors view these indicators in their schools and communities. You can help us greatly by responding to this instrument in the following manner.

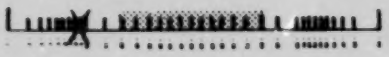
Each "talent" is named on the extreme left of the page. A scale which is divided into one hundred equal intervals, each representing one percent, is presented beside each talent. The shaded portion represents the typical or average range of educators. That is, most talents are "normally" distributed and the majority of us lie in the middle sixty percent, having about average or a little bit more or little bit less than average of that particular talent. The last two major intervals on the right represent those individuals in the upper 80-90 percent or very talented individuals and those extremely talented individuals in the upper 90-99 percent of the educators you have known. Likewise, the two major intervals on the far left represent those individuals in the lower 10-20 percent, or individuals with little talent, and those individuals with extremely limited talent or the lower 1-10 percent of the educators you have known.

Notice that there is a blank at each end of every scale. These spaces are provided for you to write in the initials of educators you have personally known who were extremely limited or blessed with each talent. Try to think of that individual on the lower end as a person whom you would replace if an adequate replacement could be found. Furthermore, your chief reason for replacing that individual is his extreme limitation <u>in this one talent</u>. Try to pick an individual for the upper end of the scale whose blessing of talent in <u>this one area</u> makes

him an exceptional educator even though his profile of talents is spread out between the extremes on all the other talent scales. Thus, we are looking for criterion educators who are about "average" in their levels of talent on most of the other scales but who either cannot teach effectively because of an extreme limitation in this talent or who are exceptional in your opinion chiefly because of their being blessed with a very great amount of talent.

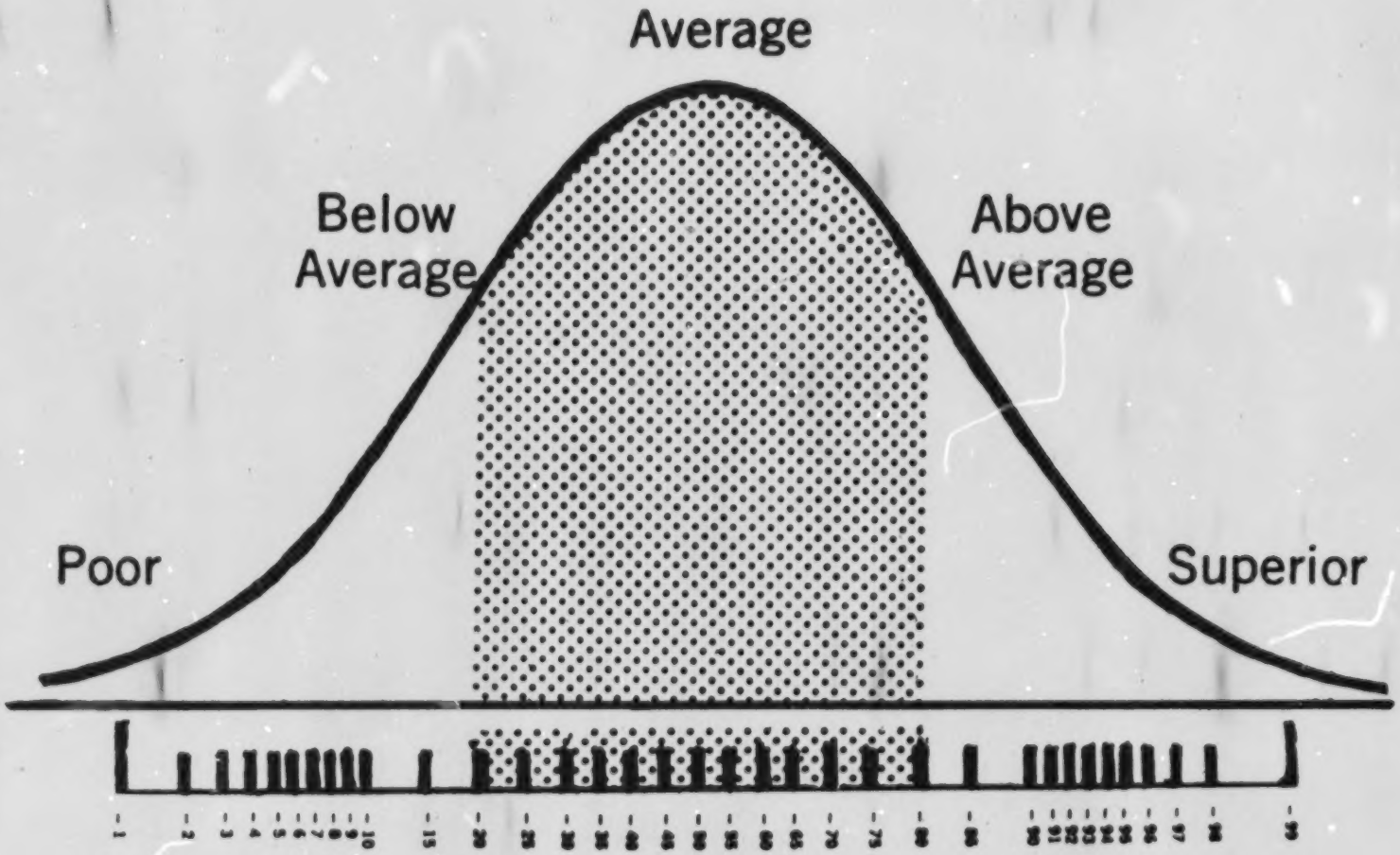
1. Write the initials of different educators at each end of each scale.
2. Carefully place an X on each scale at the point which you believe represents a "cut-off" point between a satisfactory and unsatisfactory educator. Let the names you wrote at the ends of the scale guide your selection of this "cut-off" point.
3. In the "Scale Value" blank, write in the number found below your X on each scale.

FOR EXAMPLE:

	Initials of Lower Criterion Person		Initials of Upper Criterion Person	Scale Value
Physical Strength	Mr. P. A. F.		Mr. A. R. K.	8

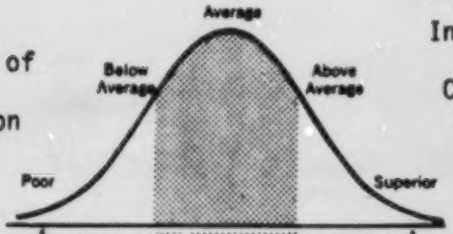
"Mr. P. A. F. was very frail and unhealthy. He was absent from school at least once a week and the students in his class were restless because he talked so quietly. Eventually they became disruptive because of the lack of organization in his program caused by his continued absences. Mr. A. R. K. was not the brightest or best prepared P. E. teacher that we ever had but his physical strength was outstanding. Many of the boys who could not succeed in other programs used him as a model and developed exercide clubs and the like."

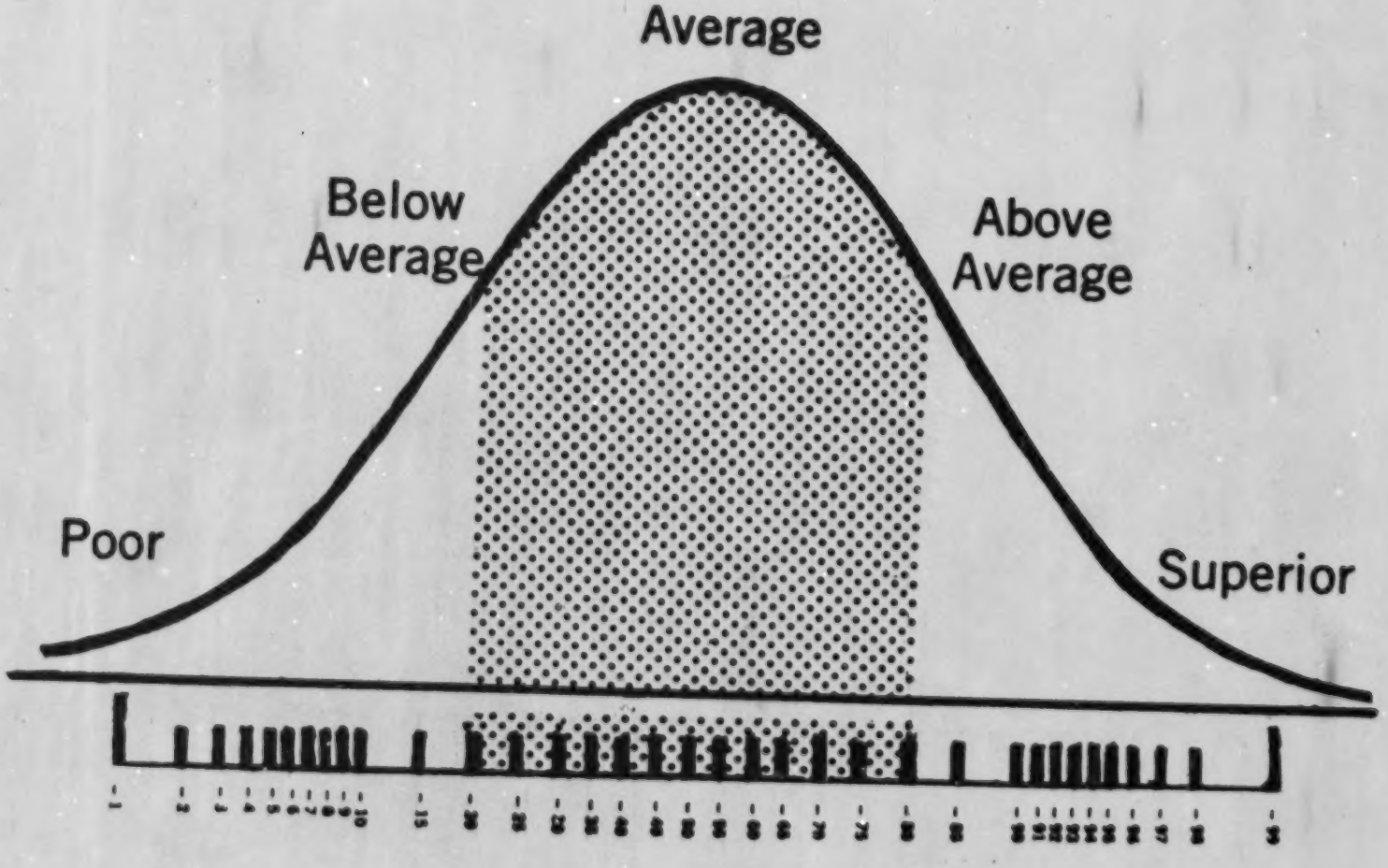
The X represents this supervisor's "cut-off" value on physical strength. Far different "cut-off" points may be chosen by other administrators. This particular evaluator feels that educators who fall in the lower 8% of all the educators he has known on physical strength should not be hired because they do not make successful teachers. Stated another way, he feels that one out of every twelve educators he has known should be repleced because their lack of physical strength keeps them from being successful teachers.


Average
Below Average
Above Average
Poor
Superior

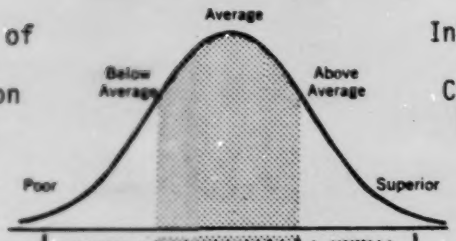
PERFORMANCE SPECIFICATIONS

For SDPI Use Only

Talents	Initials of Lower Criterion Person		Initials of Upper Criterion Person	Scale Value
Interest in Subject				
Knowledge of Subject Matter				
Knowledge of Teaching Profession				
Ability to Relate to Other Cultures				
Judgment Ability to Anticipate Consequences				
Intelligence				
Attitude toward Teaching				
Motivation, Desire to do Well				
Value System, Professional Ethhics, Morals				
Personal Magnetism, Buoyance, Charm				
Thoughtfullness, Courtesy Cooperativeness, Considerateness				


Average
Below Average
Above Average
Poor
Superior

PERFORMANCE SPECIFICATIONS

Talents	Initials of Lower Criterion Person		Initials of Upper Criterion Person	Scale Value
Fairness, Objective, Reliable				
Energy, Enthusiasm, Drive				
Physical Fitness, Good Health				
Attire, Dress, Cleanliness				
Physical Appearance				
Patience				
Sympathic with Student, Empathy				
Reinforces Effort of Students & Other Staff, Praise				
Sense of Humor				
Orderliness				
Speech is Free of Distractions, Pleasantness of Tone				
Communicates Effectively				

PERSON RATED:_____ RATER:_____

THE TEACHER AS A PERSON

Each of the indicators in this scale are often used in assessing teacher effectiveness. Certain talents are critical to the teaching act while others vary in their importance. We are interested in how administrators and supervisors view these indicators in their schools and communities. You can help us greatly by responding to this instrument in the following manner.

Each "talent" is named on the extreme left of the page. A scale which is divided into one hundred equal intervals, each representing one percent, is presented beside each talent. The shaded portion represents the typical or average range of educators. That is, most talents are "normally" distributed and the majority of us lie in the middle sixty percent, having about average or a little bit more or little bit less than average of that particular talent. The last two major intervals on the right represent those individuals in the upper 80-90 percent or very talented individuals and those extremely talented individuals in the upper 90-99 percent of the educators you have known. Likewise, the two major intervals on the far left represent those individuals in the lower 10-20 percent, or individuals with little talent, and those individuals with extremely limited talent or the lower 1-10 percent of the educators you have known.

On this instrument you will rate the teacher or aide whose name appears in the upper left corner. Rate that person on each given "talent" according to the following procedure:

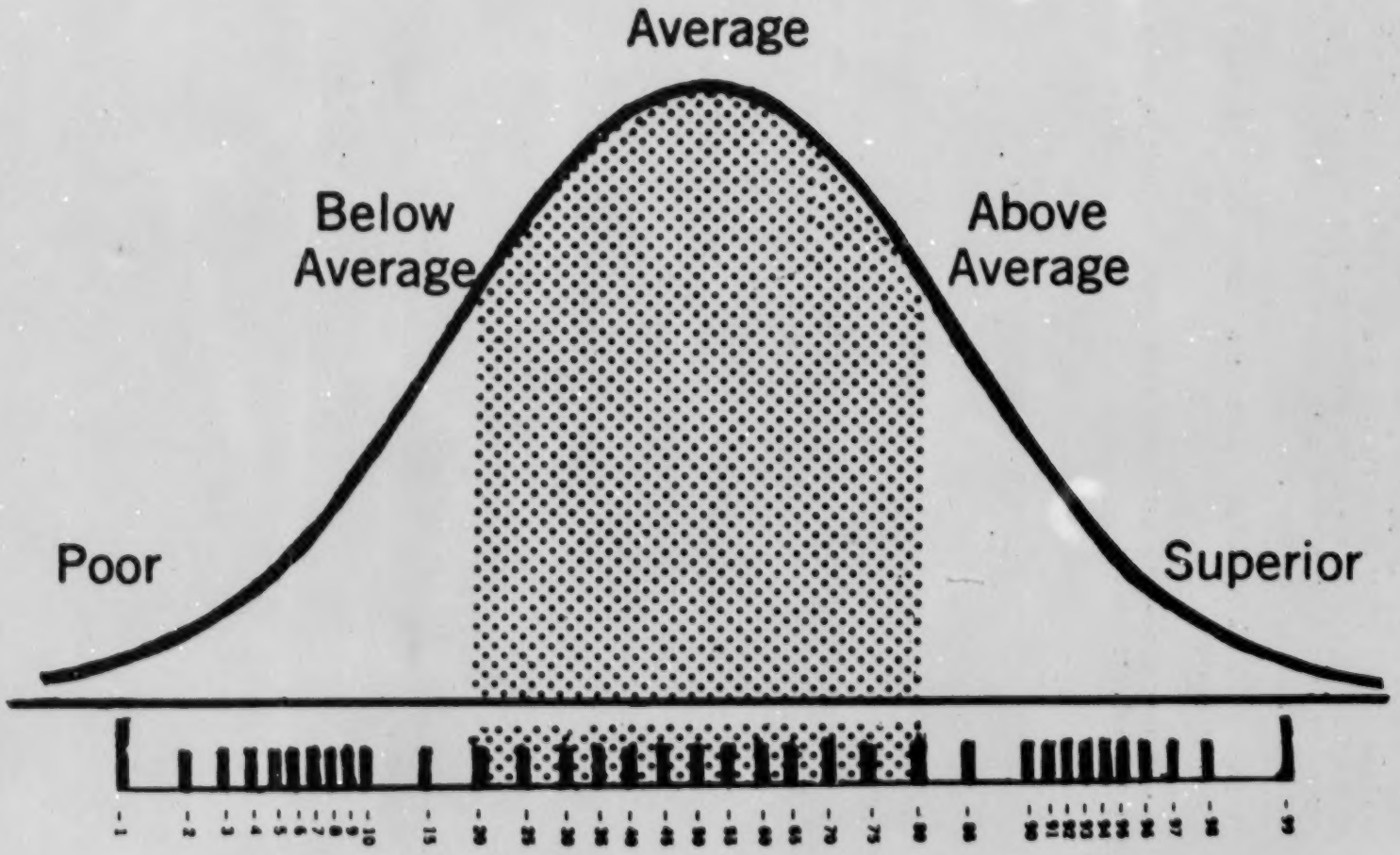
1. Refer to your previously marked scale on which you indicated your upper and lower criterion people and the cut-off point below which that amount of that "talent" is unacceptable for an educator. Keep these standards in mind when rating each particular person.

2. Fill in the initials of your previously selected upper and lower criterion people if it will help you in rating this person.

3. Keep in mind that the shaded portion of the scale represents the average amount of that particular trait. Then CAREFULLY place an X on the scale at the point which you feel indicates the amount of that talent which that person has in relation to all the educators you have known.

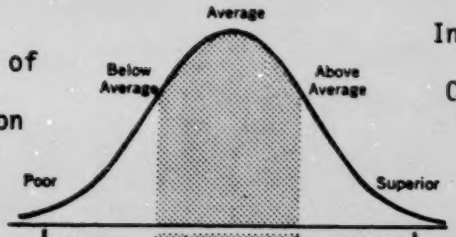
4. In the "Scale Value" blank, write the number which is under your X on the scale.

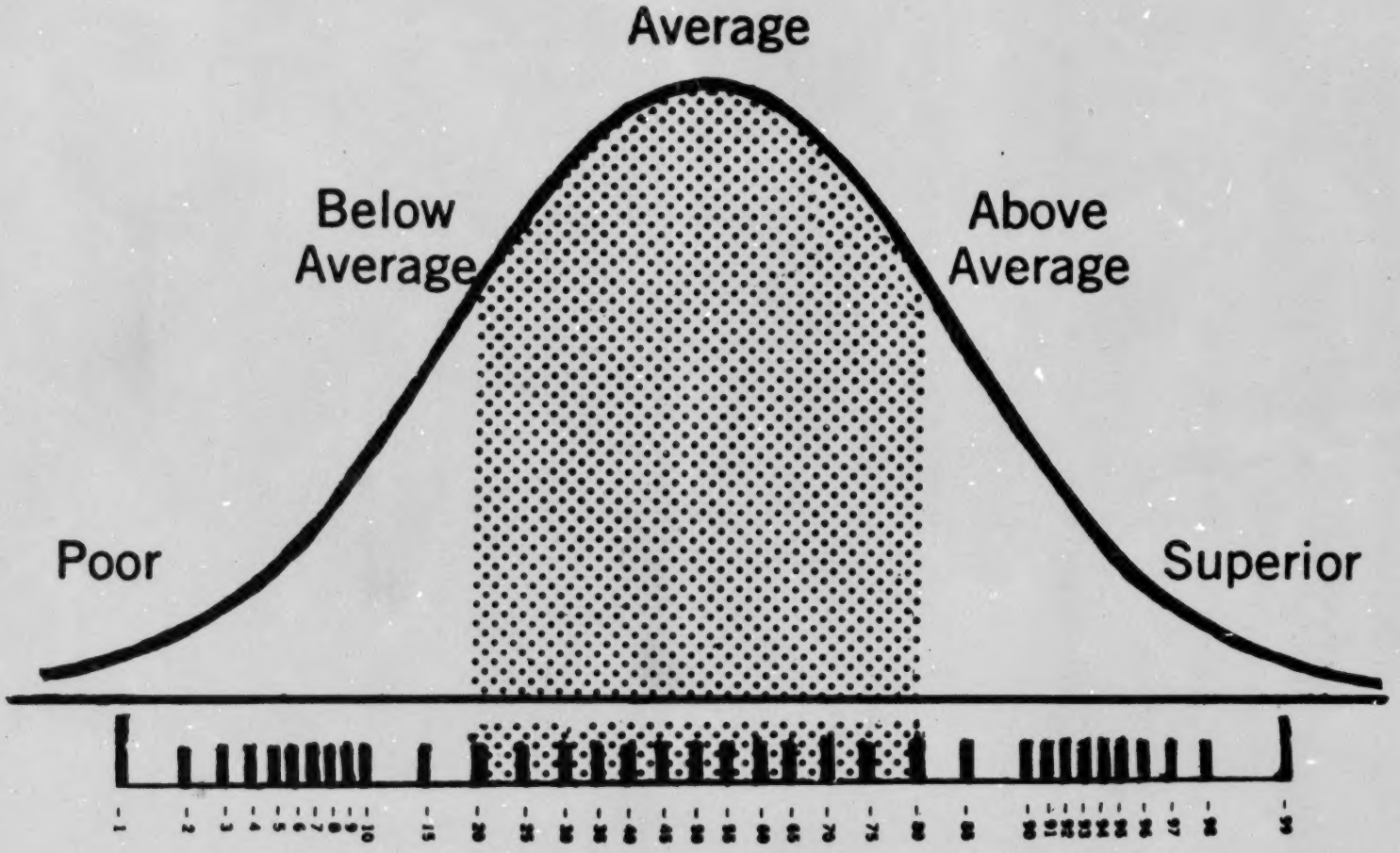
5. Repeat this procedure until you have rated this person on each of the talents listed.


Average
Below Average
Above Average
Poor
Superior

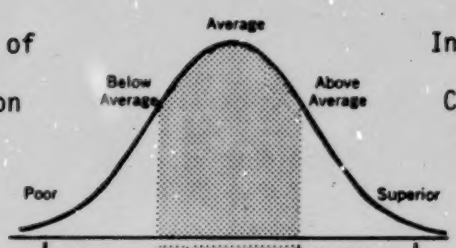
PERFORMANCE SPECIFICATIONS

For SDPI Use Only

Talents	Initials of Lower Criterion Person		Initials of Upper Criterion Person	Scale Value
Interest in Subject				
Knowledge of Subject Matter				
Knowledge of Teaching Profession				
Ability to Relate to Other Cultures				
Judgment Ability to Anticipate Consequences				
Intelligence				
Attitude toward Teaching				
Motivation, Desire to do Well				
Value System, Professional Ethhics, Morals				
Personal Magnetism, Buoyance, Charm				
Thoughtfullness, Courtesy Cooperativeness, Considerateness				


Average
Below Average
Above Average
Poor
Superior

PERFORMANCE SPECIFICATIONS

Talents	Initials of Lower Criterion Person		Initials of Upper Criterion Person	Scale Value
Fairness, Objective, Reliable				
Energy, Enthusiasm, Drive				
Physical Fitness, Good Health				
Attire, Dress, Cleanliness				
Physical Appearance				
Patience				
Sympathic with Student, Empathy				
Reinforces Effort of Students & Other Staff, Praise				
Sense of Humor				
Orderliness				
Speech is Free of Distractions, Pleasantness of Tone				
Communicates Effectively				

TEACHER NAME _____ RATER NAME _____

THE TEACHER AS AN OPERATIVE

To be at least minimally effective in the eyes of both her students and her employer, a teacher must know how to operate or use various types of teaching aides and how to make certain types of records or reports. Listed below are many of these.

Please respond to this questionnaire in the following manner: To the left of each item to be considered, you will see a scale like this: 1 2 3 4 5 6 7, with a blank line on each side of it. In the blank on the right side, write in the initials of a person whom you feel has the greatest amount of skill with that item of all the educators you know. In the other blank, fill in the initials of a person who, from among all the educators you know, has the least ability in that area. Then, on the scale, circle the number from 1 (for worst) to 7 (for best) which best indicates where you feel most of the educators at your school would be in their ability in this particular area. On the right side of the page, you will see a similar 1-7 scale. On this scale, indicate what you believe is the level of ability of the teacher (or aide) named above.

FOR EXAMPLE, suppose an item was marked like this:

Worst Person I Know	Most People at My School	Best Person I Know	Operate	Teacher
W. R. L.	1 2 (3) 4 5 6 7	S. M. P.	Movie Projector	1 2 3 4 (5) 6 7

This indicates that the worst operator of a movie projector that this rater knows is W.R.L. and the best is S.M.P. Most people at his school are slightly below the midpoint between the two. He feels that this particular teacher (or aide) does a better job at it than many others at the school, but still is not at the proficiency level of the most talented person he knows.

NOTE: If you are unfamiliar with a particular item, or portion of an item, please leave that part blank.

_____
FOR SDPI USE ONLY

Worst Person I Know	Most People at My School	Best Person I Know	Operate a(n)	Teacher
_____	1 2 3 4 5 6 7	_____	movie projector	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	record player	1 2 3 4 5 6 7
			tape recorder:	
_____	1 2 3 4 5 6 7	_____	reel-to-reel	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	cartridge	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	cassette	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	filmstrip projector	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	with record	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	with tape	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	overhead projector	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	opaque projector	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	slide projector	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	programmed instruction machine	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	video tape recorder	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	filmloop projector	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	thermal copier	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	mimeograph	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	spirit duplicator	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	35 mm slide camera	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	drymount press/ laminator	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	film splicer	1 2 3 4 5 6 7

Worst Person I Know	Most People at My School	Best Person I Know	Use or Make Use Of	Teacher
_____	1 2 3 4 5 6 7	_____	standardized tests	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	lesson plans	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	transparency markers	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	graphics and displays such as maps, charts, globes	1 2 3 4 5 6 7

- PLEASE CONTINUE ON OTHER SIDE -

Worst Person I Know	Most People at My School	Best Person I Know	Use or Make Use of	Teacher
_____	1 2 3 4 5 6 7	_____	chalkboard	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	periodicals	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	textbook	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	television	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	bulletin boards	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	programmed instruction text	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	dial access system	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	computer assisted instruction	1 2 3 4 5 6 7

Worst Person I Know	Most People at My School	Best Person I Know	Keep Records and Make Reports on	Teacher
_____	1 2 3 4 5 6 7	_____	attendance	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	books	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	insurance	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	bus	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	cumulative folders	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	report cards	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	anecdotal records	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	behavioral paragraphs	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	case studies	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	blue sheets	1 2 3 4 5 6 7

NAME _____

THE TEACHER AS AN OPERATIVE

To be at least minimally effective in the eyes of both her students and her employer, a teacher must know how to operate or use various types of teaching aides and how to make certain types of records or reports. Listed below are many of these.

Please respond to this questionnaire in the following manner: To the left of each item to be considered, you will see a scale like this: 1 2 3 4 5 6 7, with a blank line on each side of it. In the blank on the right side, write in the initials of a person whom you feel has the greatest amount of skill with that item of all the educators you know. In the other blank, fill in the initials of a person who, from among all the educators you know, has the least ability in that area. Then, on the scale, circle the number from 1 (for the worst) to 7 (for best) which best indicates where you feel most of the educators at your school would be in their ability in this particular area. On the right side of the page, you will see a similar 1-7 scale. On this scale, indicate what you believe your level of ability is.

FOR EXAMPLE, suppose an item was marked like this:

Worst Person I Know	Most People at My School	Best Person I Know	Operate	Me
W. R. L.	1 2 (3) 4 5 6 7	S. M. P.	Movie Projector	1 2 3 4 (5) 6 7

This indicates that the worst operator of a movie projector that this teacher knows is W.R.L. and the best is S.M.P. Most people at his school are slightly below the midpoint between the two. He feels that he does a better job at it than they do but still is not at the proficiency level of the most talented person he knows.

NOTE: If you are unfamiliar with a particular item, or portion of an item, please leave that part blank.

_____
FOR SDPI USE ONLY

Worst Person I Know	Most People at My School	Best Person I Know	Operate a(n):	Me
_____	1 2 3 4 5 6 7	_____	movie projector	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	record player	1 2 3 4 5 6 7
			tape recorder:	
_____	1 2 3 4 5 6 7	_____	reel-to-reel	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	cartridge	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	cassette	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	filmstrip projector	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	with record	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	with tape	1 2 3 4 5 6 7
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_____	1 2 3 4 5 6 7	_____	opaque projector	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	slide projector	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	programmed instruction machine	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	video tape recorder	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	filmloop projector	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	thermal copier	1 2 3 4 5 6 7
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_____	1 2 3 4 5 6 7	_____	spirit duplicator	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	35 mm slide camera	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	drymount press/ laminator	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	film splicer	1 2 3 4 5 6 7

Worst Person I Know	Most People at My School	Best Person I Know	Use or Make Use of	Me
_____	1 2 3 4 5 6 7	_____	standardized tests	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	lesson plans	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	transparency markers	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	graphics and displays such as maps, charts globes	1 2 3 4 5 6 7

Worst Person I Know	Most People at My School	Best Person I Know	Use or Make Use of	Me
_____	1 2 3 4 5 6 7	_____	chalkboard	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	periodicals	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	textbook	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	television	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	bulletin boards	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	programmed instruction text	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	dial access system	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	computer assisted instruction	1 2 3 4 5 6 7

Worst Person I Know	Most People at My School	Best Person I Know	Keep Records and Make Reports on	Me
_____	1 2 3 4 5 6 7	_____	attendance	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	books	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	insurance	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	bus	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	cumulative folders	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	report cards	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	anecdotal records	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	behavioral paragraphs	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	case studies	1 2 3 4 5 6 7
_____	1 2 3 4 5 6 7	_____	blue sheets	1 2 3 4 5 6 7

TEACHER ATTITUDE SURVEY

This attitude survey of education and teaching is being given to several groups of teachers and to others who are preparing to become teachers and teacher aides. We are interested in how these groups of educators may differ in their attitudes at certain times in their careers. You can help us greatly by responding to this Teacher Attitude Survey.

DIRECTIONS:

1. On the left side of the separate answer sheet, please write YOUR NAME in the blank marked "SCHOOL."

2. Notice that the numbers for your responses go DOWN each section of the answer sheet rather than across. Be sure to answer each item in the appropriately numbered space on the answer sheet.

3. Please respond to the Survey questions according to the scale shown below:

   A. I Strongly Agree with this statement
   B. I Agree with this statement
   C. I am Indifferent (or Undecided) to this statement
   D. I Disagree with this statement
   E. I Strongly Disagree with this statement

INSTRUCTIONS:

Use No. 2 Pencil Only. Do not use a pen or ball point.

Be sure each mark is black and completely fills the space.

When filling out this sheet, pleace it on a clean hard, smooth surface.

Erase completely any mark you wish to change.

Please read these instructions carefully. These forms will be processed on a machine which "reads" 2000 sheets an hour and prepares the data for computer processing. If you should make poor marks with your pencil (no. 2), then the computer may receive poor information from you on that sheet. A good mark is one that completely fills the appropriate space.

In response to these questions, remember that the scale is:

A. I Strongly Agree
B. I Agree
C. I am Indifferent (or Undecided)
D. I Disagree
E. I Strongly Disagree

1. Teaching of specific skills and factual subject matter is the most important function of the school.

2. The curriculum consists of subject matter to be learned and skills to be acquired.

3. The backbone of the school curriculum is subject matter; activities are useful mainly to facilitate the learning of subject matter.

4. Pupil failure is averted when mastery of subject matter is the prime requisite for promotion.

5. The over-all plan of education suffers when teachers depart substantially from the subject outline.

6. Grading pupils separately on achievement and citizenship assures that teachers will insist on mastery of subject matter as well as good behavior.

7. Before pupils are encouraged to exercise independent thought they should be thoroughly grounded in the facts and knowledge about the subject.

8. Learning is essentially a process of increasing one's store of information about various fields of knowledge.

9. The structure of a field of knowledge is intrinsically interesting to pupils when it is clearly taught.

10. In teaching it is quite essential to cover the material in the course of study.

11. The main reason for the curriculum guide is to provide the teacher with definite information regarding the material to be covered in the course.

12. The essential function of junior high school courses lies in their preparing pupils for later courses.

13. Pupils learn library skills more readily by using their own devices in searching for materials of special interest than by a series of exercises designed to teach the logical steps in library procedure.

14. The teacher assures optimum learning conditions by giving top priority to the social-emotional needs of pupils.

15. The development of social and emotional security for pupils is the most important function of the school.

In response to these questions, remember that the scale is:

A. I Strongly Agree
B. I Agree
C. I am Indifferent (or Undecided)
D. I Disagree
E. I Strongly Disagree

16. The individuality of pupils is sustained when teachers make allowances in their grade reports for the varying interests pupils have.

17. Pupils gain a sense of belonging when the teacher encourages friendships among pupils in the room.

18. Teachers increase their chances of directing the work into productive channels by having pupils participate in the planning.

19. Group activity teaches children to think and plan together, independent of direct supervision by the teacher.

20. The goals of education should be dictated by children's interests and needs as well as by the larger demands of society.

21. The attitudes learned by a student are often the most important result of a lesson or unit.

22. Small group work uses to best advantage the contrasting personalities, skills, and interests pupils have.

23. Teachers who like pupils will usually encourage pupil initiation and participation in planning lessons.

24. The effectiveness of the teacher depends entirely on the amount of personal interest he can invest in the progress of each pupil.

25. Pupils master the essentials of a subject only when extensive plans are made for accommodating individual differences in pupils.

26. A teacher can frequently "reach" a rebellious pupil by taking an intense personal interest in his welfare.

27. Nothing stimulates a pupil to apply himself more diligently than a warm, personal interest in his progress shown by the teacher.

28. Teachers who do not like pupils will usually decide on and plan lessons alone rather than use pupil participation.

29. There is too great an emphasis on keeping order in the classroom.

30. Children should be given more freedom in the classroom than they usually get.

In response to these questions, remember that the scale is:

A. I Strongly Agree
B. I Agree
C. I am Indifferent (or Undecided)
D. I Disagree
E. I Strongly Disagree

31. A properly motivated group of mature students might learn more in a semester's time if they were left entirely to their own resources than if they had a teacher to guide them.

32. Pupils frequently learn much more under their own initiative than they do under teacher direction.

33. Across-the-school routine imposes a consistency in classroom procedure which tends to restrict important avenues for learning.

34. Pupils are motivated to do better work when they feel free to move around the room while the class is in session.

35. Nothing captures students' interest in school work as quickly as allowing them to wrestle with problems of their own choosing.

36. When given a choice of activity, pupils generally select what is best for them.

37. Time to choose freely their own activity during the school day is a must for pupil morale.

38. Pupils learn best when permitted to set their own pace in doing the work.

39. A firm hand by the teacher promotes emotional security for pupils.

40. Pupils do their best work when they know exactly what to expect from day to day.

41. Pupils must be kept busy or they soon get into trouble.

42. Children need and should have more supervision and discipline than they usually get.

43. A well-established classroom routine enhances the emotional stability of pupils.

44. Pupils must see clearly that it is the teacher, not they, who has charge of classroom learning.

45. Children learn the necessary skills of group participation only when they are exposed to sequences of activity requiring increasingly difficult skills from kindergarten through grade twelve.

46. The effective teacher has complete control of the learning situation at all times.

In response to these questions, remember that the scale is:

A. I Strongly Agree
B. I Agree
C. I am Indifferent (or Undecided)
D. I Disagree
E. I Strongly Disagree

47. The teacher who organizes the material and presents it to pupils in a forceful way gets the best results.

48. Establishing the rules well in advance strengthens the teacher's hand in meeting the various problems that might arise.

49. A teacher's effectiveness rests upon his ability to maintain proper "professional distance" between the pupils and himself.

50. Pupils are induced to greater motivation when the teacher remains somewhat aloof from the interpersonal affairs of the class.

51. His effectiveness is seriously impaired when the teacher permits himself to become emotionally involved in the personal problems of pupils.

52. The effectiveness of teaching is enhanced when the teacher has the ability to see the world as each pupil sees it.

53. Students who misbehave or do not learn are generally children who need more love.

54. Children learn best in an atmosphere filled with love and emotional support.

55. The teacher's ability to see the world as each of his students sees it is an absolute must if he is to have any success at all in teaching.

56. Good rapport with pupils is maintained by the teacher who always finds time to help individuals with special problems.

57. The use of sarcasm by the teacher can accomplish nothing but emotional harm for the pupil.

58. Learning is enhanced when teachers praise generously the accomplishments of pupils.

59. The pupil's impression of the teacher's personality greatly influences what he learns.

60. Pupils learn to stay alert when they are expected to respond immediately to teacher demands.

In response to these questions, remember that the scale is:

A. I Strongly Agree
B. I Agree
C. I am Indifferent (or Undecided)
D. I Disagree
E. I Strongly Disagree

61. In the interest of good discipline pupils who repeatedly disrupt the class must be severely punished.

62. Proper control of a class is amply demonstrated when pupils work quietly while the teacher is out of the room.

63. Optimum learning takes place when the classroom setting is completly free of distractions.

64. Under ideal conditions pupils would view each teacher as a "specialist" in the subject taught.

65. Pupils learn efficiently the essentials of a subject when every member of the class moves simultaneously through carefully planned lesson sequences.

66. The natural flow of events is enhanced by the teacher who manages to eliminate any disruptive pupil behavior.

67. A good teacher will establish a routine and stick to it.

68. The logical structure of subject matter is the most realistic guide to the organization of the work in the classroom.

69. Pupils respect teachers who expect them to work hard in school.

70. Lessons presented in the form of problems to be solved are the best means of motivating pupils.

71. Pupils learn self-direction by having opportunities to set their own goals for learning.

72. Pupils respect teachers who stand firm on their convictions.

73. The completion of any worthwhile task in education requires hard work on the part of pupils.

74. Pupils gain more satisfaction from doing a difficult task well than any other achievement.

75. Pupils never really understand a subject until they can relate what they have learned to the broader problems of the world.

In response to these questions, remember that the scale is:

A. I Strongly Agree
B. I Agree
C. I am Indifferent (or Undecided)
D. I Disagree
E. I Strongly Disagree

76. Teachers must always be prepared to explain to pupils interrelationships among various elements of the overall curriculum.

77. Teachers must set definite items aside to show pupils the relationships between their subject and the overall goal of education.

78. Pupils gain better understanding of the subject if assignments are presented to them as a series of interrelated problems.

79. The basic function of education is fulfilled only when pupils are led to understand the general significance of the material they have learned.

80. If curriculum plans are to be developed, they must go into detail on how course content can be integrated across subject.

81. In planning their work teachers should rely heavily on the knowledge and skills pupils have acquired outside the classroom.

82. The pupil's knowledge is best developed when teachers interrelate facts and figures from many different subject fields.

83. The deep interest which pupils sometimes develop in one subject can be valuable to them, but only if teachers succeed in broadening their perspectives across subject matter boundaries.

84. The most important thing a teacher can do to set the stage for learning is to discover the interests of students.

85. The teacher must avoid strict adherence to the sequence provided by a textbook series.

86. An essential component of a good lesson is one of showing how it is related to other areas of knowledge.

TEACHING BEHAVIORS INVENTORY

This inventory of teaching behaviors or principles is being given to several groups of teachers and teacher aides and to others who are preparing to enter these professions. We are interested in how these groups of educators may differ in their understanding and application of these Behaviors at certain times in their careers. You will help us greatly by responding to this Inventory as knowledgeably and truthfully as you can.

Notice that each page has two types of questions. The first question presents a critical incident in teaching followed by five broad teaching behaviors. One of these five is the best description of the fundamental behavior occurring in the critical incident. Mark your selection of the best description on the separate answer sheet.

The second type of item on the page is a list of four teaching behaviors. Please respond to them by keeping the following statement in mind as you answer each statement. I understand this behavior and, if asked to, could apply that teaching behavior. In making your choice, frankly evaluate your understanding of the behavior and whether you could apply that behavior if asked to by someone who could observe you. The question does not ask whether you apply it in your own work! It asks instead if you were put with the proper age group or type students, could you in a "reasonable" time apply this behavior. If you are certain you could, indicate this by marking A. If you have some doubt about your ability to apply this behavior the majority of the time, mark B. If you feel you could only partially apply it or are almost sure you couldn't apply it ("maybe I could"), then mark C. If you do not understand the behavior or could not apply it, mark D.

You will find a brief explanation of some of the Behaviors on the last three pages of the instrument.

ANSWER SHEET

Write YOUR NAME in the blank for "School," which is on the left side of your answer sheet.

1. In an eighth-grade mathematics class, the teacher set up an eight-day unit on graphing in a programmed-learning situation. The students were expected to learn certain principles of graphing without any lecture or demonstration by the teacher.

Each day, at the beginning of the period, the teacher administered an 8-15 question quiz over an assigned number of pages covered by that date. The questions were kept simple and clear, and they were designed not merely to motivate the students but to evaluate their progress. The teacher graded these papers and explained the errors individually to the students who missed particular items. Next the teacher showed each student the places in the programmed text where specific points were explained. Only then did the teacher proceed to the next lesson.

Not only were students more highly motivated, but they grew in their ability to summarize several of the most important points in each lesson.

Which one of the following fundamental behaviors is best described in the above incident?

A. The teacher understands and applies psychological readiness principles

B. The teacher individualizes instruction where appropriate

C. The teacher facilitates motor-skill development

D. The teacher accurately interprets obtained scores on tests and uses the information to improve the conditions of learning

E. The teacher facilitates development of moral character and moral behavior

In response to the following behaviors, keep this statement in mind: I understand and, if asked to, could apply the following teaching behaviors:
A. Definitely could B. Probably could C. Probably not D. Definitely not

2. The teacher ascertains each student's mastery of simpler tasks prerequisite to the task at hand.

3. The teacher gives the child enough practice with several materials that incorporate the same concepts, words, or skills before he shifts to another concept, word, or skill that has inhibiting responses.

4. The teacher endeavors to make his classroom a physical setting conducive to learning.

5. The teacher encourages mature, logical reasoning.

6. When the teacher of a sixth-grade class divided her students into two groups in an effort to gear instruction to the special needs of low achievers and top performers, she discovered that several problems resulted: (1) a social barrier between the groups, (2) individual strengths and weaknesses which did not conform with the level of reading skills (the main criterion for her grouping), and (3) other attitudinal problems affecting students in both groups.

The teacher eventually conducted a discussion in which she strove to help the students assess themselves and their classmates more closely and accurately. Later she asked for their suggestions as to how the class might work together more effectively. Students suggested that they be permitted to work in "learning pairs" and that the group be used for reading only.

The students began to develop closer interrelationships, friendships crossed achievement lines, some of the slower readers began to demonstrate superiority in other skill areas, etc. Overall achievement improved in students from both the original groups.

Which <u>one</u> of the following fundamental behaviors is best described in the above incident?

A. The teacher accurately interprets obtained scores on tests and uses the information to improve the conditions of learning

B. The teacher provides a favorable success-failure ratio for each student

C. The teacher reduces disabling levels of anxiety

D. The teacher uses effective case-study methods and employs necessary referral techniques

E. The teacher understands and applies other principles of learning

In response to the following behaviors, keep this statement in mind: I understand and, if asked to, <u>could</u> apply the following teaching behaviors:
A. Definitely could B. Probably could C. Probably not D. Definitely not

7. The teacher usually presents new learning that is related to previously mastered materials.

8. The teacher helps pupils learn to identify significant details of sights and sounds.

9. The teacher helps pupils grow in speech-articulation abilities.

10. The teacher helps pupils keep a record of increasing achievement.

11. A teacher of history in a junior high school recognized that the customary or traditional emphasis upon factual detail and rote memorization of names, dates, events, etc., was doing nothing to stimulate student interest and initiative in her classroom.

In the midst of a unit on the American War for Independence she decided to allow her students to enact a play about Nathan Hale and then to ask them to examine the play for historical accuracy by checking details in the play with books or reference works in the library. The students reacted so enthusiastically that the teacher began to search for other plays that might be so used. It was then that she encountered some articles on "role playing" and simulated situations in the history classroom. This led to her assigning students to do some research and to endeavor to create other historical persons or situations before the class. Eventually students were assuming roles for debating contemporary issues. History became a much more vital subject for her students.

Which one of the following fundamental behaviors is best described in the above incident?

A. The teacher recognizes symptoms of poor adjustments

B. The teacher uses effective reinforcement techniques

C. The teacher states and assesses behavioral objectives effectively and efficiently

D. The teacher plans skillfully for an effective teaching-learning situation

E. The teacher adapts classroom activities to the pupil who is atypical in terms of social skills

In response to the following behaviors, keep this statement in mind: I understand and, if asked to, could apply the following teaching behaviors:
A. Definitely could B. Probably could C. Probably not D. Definitely not

12. The teacher provides classroom challenges within the range of ability of the pupils in the class.

13. The teacher uses the results of recent standardized tests as partial evidence of the student's ability to succeed.

14. The teacher efficiently but with a high degree of flexibility plans learning experiences for his students.

15. The teacher uses past teacher assessments or past schoolwork as partial evidence of the student's ability to succeed.

16. In an effort to individualize instruction in an eleventh-grade American history class, the teacher organized a program in which each student could select the specific activities he wished to pursue. In a unit on "Westward Expansion" the teacher set up a list of 25 "things to do" -- including map making, model building, book reports, etc. Students were rewarded with from 2 to 10 points according to difficulty of the work. If a student accumulated 15 points, he earned a C grade; 25 points, a B; 35 points, an A.

The response was so encouraging, especially with book reports and project building, that the teacher set aside a portion of the period on every Friday for reading reports and viewing project exhibits. Students who had shown little interest and experienced little success began to contribute enthusiastically to the program. Most of the students became actively involved and found opportunities to direct their own learning.

Which one of the following fundamental behaviors is best described in the above incident?

A. The teacher communicates information and suggestions to parents and colleagues about the intellectual, social, and emotional development of his students

B. The teacher reduces disabling levels of anxiety

C. The teacher understands and applies other principles of learning

D. The teacher establishes a democratic classroom atmosphere

E. The teacher individualizes instruction where appropriate

In response to the following behaviors, keep this statement in mind: I understand and, if asked to, could apply the following teaching behaviors:
A. Definitely could B. Probably could C. Probably not D. Definitely not

17. The teacher points out relevancy and provides organizational guidelines for pupils prior to learning new materials.

18. The teacher encourages the growth of independence, self-confidence, active interests, persistence, intrinsic motivation, etc.

19. The teacher helps pupils grow in the ability to walk, run, skip, dance, climb, throw, catch, etc.

20. The teacher gradually withdraws extrinsic satisfactions whenever pupils show symptoms of increasing self-satisfaction upon completion of successful performances.

21. A third-grade girl had severe emotional problems which interfered with her learning. She had received failing grades in arithmetic the previous year and had developed an emotional block where mathematics was concerned.

The teacher realized that the difficulty lay in a lack of confidence, not of ability, and kept telling the child, "This year you are going to work harder at it and do very well." Much support and encouragement was provided by the teacher in the weeks that followed, and the girl's mother worked with the child at home for a few minutes every evening.

By the end of the year the child reached 4.3 on the math portion of the Iowa Test of Basic Skills and was showing continuing progress. Though she still had some emotional problems, she was off tranquilizers and beginning to socialize for the first time.

Which one of the following fundamental behaviors is best described in the above incident?

A. The teacher guides peer interactions effectively

B. The teacher facilitates student motivation toward academic and social achievement

C. The teacher recognizes symptoms of poor adjustment

D. The teacher strengthens weak skill areas as an aid to adjustment

E. The teacher uses effective reinforcement techniques

In response to the following behaviors, keep this statement in mind: I understand and, if asked to, could apply the following teaching behaviors:
A. Definitely could B. Probably could C. Probably not D. Definitely not

22. The teacher attempts to increase childhood skills valued by peers in such areas as games, sports, hobbies, parties.

23. The teacher gives support to pupils experiencing social stress due to late or early physical maturation.

24. The teacher protects peer leaders from excessive demands on time and energy by the class (and teacher).

25. The teacher takes into account that a pupil's moral character is largely determined by the degree of anxiety he attaches to transgressions and by the depth of his understanding of the moral values involved.

26. The teacher of elementary science observed that his students were showing no enthusiasm. Not only did the youngsters appear bored, but they seemed not to grasp what science is all about -- discovery. The pupils had begun to view science as the memorization of facts, with an occasional nature walk added.

The teacher secured 200 mealworms and placed these in a bowl on his desk. At first the children were rather fearful of these larvae, although they expressed much curiosity. The teacher refused to answer questions -- even to identify the mealworms. When a child had questions, the teacher suggested possible experiments that might lead to answers, and the students began to study specimens at their desks and at home. The children began to compare results of their observations, learned the need to repeat and to control experiments, and they began to comprehend the scientific process.

Which one of the following fundamental behaviors is best described in the above incident?

A. The teacher facilitates intellectual development

B. The teacher adjusts social interaction activities to group norms

C. The teacher uses effective case-study methods and employs necessary referral techniques

D. The teacher recognizes symptoms of poor adjustment

E. The teacher states and assesses behavioral objectives effectively and efficiently

In response to the following behaviors, keep this statement in mind: I understand and, if asked to, could apply the following teaching behaviors:
A. Definitely could B. Probably could C. Probably not D. Definitely not

27. The teacher reacts sympathetically to pupil problems.

28. The teacher exercises skill in reducing pupil impulsivity in the room by such arousal-reducing tecnniques as comic relief, gripe sessions, reliance on routines, reducing the complexity of the situation, removal of tempting gadgets, reducing the level of crowding, reducing noise, heating and lighting levels, etc.

29. The teacher attempts to increase social skills by giving opportunities for practice in a supervised setting.

30. The teacher takes into account that the student's ability to perceive intentions and motivations of others, to perform social roles, and to control aggressive impulses develops gradually throughout the school years.

31. At the end of the first six weeks, a writing specimen was required from each first-grade pupil. One boy's general coordination and attitude toward writing was so poor that his teacher sought an individualized approach.

Using a red felt pen, the teacher made little outline boxes on the boy's writing paper. After a few attempts the boy was able to make characters inside the boxes. This "crutch" aided the boy in controlling his eyes and hands until he could produce the desired character forms.

The boy was pleased with his success when his writing specimen was submitted. By the end of the second six-week period, he no longer required the box outlines, and his writing continued to improve.

Which one of the following fundamental behaviors is best described in the above incident?

A. The teacher understands and applies other principles of learning

B. The teacher guides peer interactions effectively

C. The teacher facilitates motor-skill development

D. The teacher reduces disabling levels of anxiety

E. The teacher communicates information and suggestions to parents and colleagues about the intellectual, social, and emotional development of his students

In response to the following behaviors, keep this statement in mind: I understand and, if asked to, could apply the following teaching behaviors:
A. Definitely could B. Probably could C. Probably not D. Definitely not

32. The teacher exercises skill in reducing pupil impulsivity in the classroom through such warning techniques as visual prompting, moving physically nearer, specific verbal warning, etc.

33. The teacher attempts to determine whether a social isolate is not participating in peer activities because of inappropriate social behavior, high anxiety, low social sensitivity, or simply the confidence to be different.

34. The teacher attempts to increase adolescent skills valued by peers and adults in such areas as heterosexual relationships, general etiquette, etc.

35. The teacher provides a level of acceptance in the classroom that allows pupils to feel socially worthy regardless of the nature of their skills or their degree of emotional adjustment.

36. In conference with a student whose performance was very poor, the science teacher learned that the boy had two or three study halls per day and was becoming bored with school.

The teacher offered to have the boy transferred to the science room for two periods every day if the student would accept certain responsibilities. First, the boy must do any homework assigned by his teachers. Next, he was asked to perform some chores for the science teacher. Afterwards, he was permitted to experiment with certain electronics equipment. For this privilege, the student was expected to improve his school work in general.

The four grading periods which followed saw the boy's grades improve. In this case, a student responded positively to a reward which involved nothing more than an opportunity.

Which one of the following fundamental behaviors is best described in the above incident?

A. The teacher understands and applies psychological readiness principles

B. The teacher provides a favorable success-failure ratio for each student

C. The teacher plans skillfully for an effective teacher-learning situation

D. The teacher establishes a democratic classroom atmosphere

E. The teacher uses effective reinforcement techniques

In response to the following behaviors, keep this statement in mind: I understand and, if asked to, could apply the following teaching behaviors:
A. Definitely could B. Probably could C. Probably not D. Definitely not

37. The teacher takes into account the relatively greater need of boys for opportunities to demonstrate competency.

38. The teacher takes into account temporary characteristics affecting the testing situation, such as: health, motivation and set, environmental testing conditions, fatigue, and memory lapse.

39. The teacher teaches for the application of the principles underlying the content of his subject.

40. The teacher guides the child early in the learning of a given set of skills so as to help him discover various modes of attacking and solving the problem in the future.

41. Which of the following statements best qualifies as an instructional objective.

A. The student will understand mitosis

B. The student will construct a circle, an arc, and a central angle

C. The student will have a feel for and understanding of modern poetry

D. Both A and B

E. All of the above

In response to the following behaviors, keep this statement in mind: I understand and, if asked to, could apply the following teaching behaviors:
A. Definitely could B. Probably could C. Probably not D. Definitely not

42. The teacher helps pupils master the "development tasks" of their age -- even if such tasks are not directly related to academic achievement.

43. The teacher takes into account that "development tasks" in childhood are characterized by skill mastery, while in adolescence they revolve around the determination of such questions as "Who am I?" and "What can I be?" as well as skill mastery.

44. The teacher treats aggressiveness (which can lead to skill learning) as a more positive pupil quality than withdrawal (which leads to inadequacy).

45. The teacher takes into account that deficiencies in the pupil's situation may be numerous and that the pupil's problem may be caused by many of these deficiencies acting at once rather than by a single deficiency.

46. Recognizing that certain skills or concepts require reteaching or reinforcement for some children, the elementary teacher felt that she must survey her class to determine their individual needs in working with subtraction problems.

For this survey, the teacher administered an inventory test to the entire class. The problems on this test involved a wide range of challenge from very simple to very difficult, and the problems were arranged so that the child's performance would readily indicate where any necessary remedial work must begin. After checking the papers, the teacher was able to group children with similar difficulties for specific reteaching and practice assignments. Children were assisted toward identifying specific types of subtraction problems and thinking about them.

The students' performance indicated that the use of the survey test to determine instructional procedures was quite worthwhile.

Which one of the following fundamental behaviors is best described in the above incident?

A. The teacher adapts classroom activities to the pupil who is atypical in terms of social skills

B. The teacher accurately interprets obtained scores on tests and uses the information to improve the conditions of learning

C. The teacher understands and applies psychological readiness principles

D. The teacher strengthens weak skill areas as an aid to adjustment

E. The teacher communicates information and suggestions to parents and colleagues about the intellectual, social, and emotional development of his students

In response to the following behaviors, keep this statement in mind: I understand and, if asked to, could apply the following teaching behaviors:
A. Definitely could B. Probably could C. Probably not D. Definitely not

47. The teacher actively seeks information that may have a bearing on the pupil's problem.

48. The teacher takes into account that parental patterns of supervision lead to different patterns of mental ability in children.

49. The teacher, when communicating with parents, avoids pedagese and strives to be tactful but honest, personal, etc.

50. The teacher plans carefully for parent conferences by providing a neutral setting, suggestions for new practices, and positive comments about pupils.

51. In the belief that her second-grade students needed to feel responsible for their own actions, to share responsibility in the classroom, to work out problems together--to grow in good citizenship--the teacher developed a plan to facilitate such growth.

First, the class discussed citizenship in community, neighborhood, home, and school. Next, the students made up a pledge together promising to observe certain rules. These rules were developed through class discussion and were listed a few at a time. They were placed on a chart with a small figure representing a beginning citizen. As rules were added to the list and as the student grew in citizenship the figure on the chart grew larger. The final chart listed nine rules, and when a child felt that he was a good citizen he signed his pledge and a paper leaf with his name was placed on the Citizenship Tree. A Citizenship Committee with a rotating membership held "court" (Counseling Sessions) with rule violators.

The teacher reported considerable success in this program and felt that it would have been even more effective had her students not been a low-achieving group.

Which one of the following fundamental behaviors is best described in the above incident?

A. The teacher understands and applies psychological readiness principles

B. The teacher understands and applies other principles of learning

C. The teacher establishes a democratic classroom atmosphere

D. The teacher facilitates development of moral character and moral behavior

E. The teacher reduces disabling levels of anxiety

In response to the following behaviors, keep this statement in mind: I understand and, if asked to, could apply the following teaching behaviors:
A. Definitely could B. Probably could C. Probably not D. Definitely not

52. The teacher recognizes that there are often wide variations in psychological-readiness levels within each pupil, and adjusts instructional techniques accordingly or provides experiences designed to raise low levels of readiness.

53. The teacher persists in his efforts to raise skill level in cases of indivduals who have apparently reached plateaus, since some may be "late bloomers" capable of surpassing formerly superior students.

54. The teacher attempts in the remediation of defective skills a different approach than original skill teaching because there may be the need to extinguish ineffective habits and reduce emotional blocks built up through failure experiences.

55. The teacher demonstrates awareness that classroom challenges may make demands on social and motor-coordination skills as well as on academic skills.

56. The teacher of a fourth-grade class saw early in the year that the more verbal students in her room not only dominated class activities but showed unmistakable signs of snobbery in their attitude toward the less verbal or less articulate pupils.

The teacher set up a "fish bowl" discussion situation. Fourteen less-talkative students were placed in an inner circle and asked to discuss why the class had been rude and inconsiderate to a substitute teacher on a previous occasion. They were expected to discuss the situation as if they were teachers. In an outer circle fourteen more loquacious or articulate students were asked to observe the interaction of the inner circle. Later the two circles switched roles. Finally, the entire class analyzed the two discussions.

The less verbal group did not talk so much, but built on each others' ideas and came to a decision. The more verbal group was so busy talking and expressing individual thoughts that they failed to listen to each other and to give support. In later discussions this group was more aware of its need to listen to one another. They also developed new respect for the less-talkative students who were tempering their own thinking with the ideas of others. The teacher felt that she, too, had grown in her understanding of the class.

Which <u>one</u> of the following fundamental behaviors is best described in the above incident?

A. The teacher guides peer interactions effectively

B. The teacher strengthens weak skill areas as an aid to adjustment

C. The teacher individualizes instruction where appropriate

D. The teacher facilitates student motivation toward academic and social achievement

E. The teacher uses effective reinforcement techniques

In response to the following behaviors, keep this statement in mind: I understand and, if asked to, <u>could</u> apply the following teaching behaviors:
A. Definitely could B. Probably could C. Probably not D. Definitely not

57. The teacher, whenever possible or appropriate, involves his students in formulating educational objectives and in planning instructional activities.

58. The teacher reclassifies, when possible, advanced or retarded pupils as recent evidence indicates that a variation in the rate of intellectual growth has occurred.

59. The teacher utilizes current events and unexpected situations for their educative value when appropriate to his subject area and/or to the needs of his students.

60. The teacher steers away from, as much as possible, types of presentations that stifle the student's active involvement and that encourage student passivity.

61. The teacher of a tenth-grade world-history class saw that a new student was having great difficulty obtaining acceptance by the class, in spite of the boy's obvious intellectual ability. Realizing that teenagers usually have to demonstrate initiative or some desire to make himself known, the teacher conferred with the boy and helped him set up a plan by which he might gain wider, quicker acceptance.

To begin with, the class's work on the Far East in a unit soon to be introduced would provide an excellent opportunity for the boy to figure as a resource person since he had gone to school in Japan for a year while his father was stationed at a military base in that country. When the class later turned to role-playing, the teacher would make use of the boy's interest in drama.

In a matter of six weeks, the newcomer was fully established as a member of the class and had many admirers in the group.

Which one of the following fundamental behaviors is best described in the above incident?

A. The teacher accurately interprets obtained scores on tests and uses the information to improve the conditions of learning

B. The teacher uses effective case-study methods and employs necessary referral techniques

C. The teacher communicates information and suggestions to parents and colleagues about the intellectual, social, and emotional development of his students

D. The teacher recognizes symptoms of poor adjustment

E. The teacher adjusts social interaction activities to group norms

In response to the following behaviors, keep this statement in mind: I understand and, if asked to, could apply the following teaching behaviors:
A. Definitely could B. Probably could C. Probably not D. Definitely not

62. The teacher uses recent "IQ" scores, achievement-test results, pupil-interest levels, etc., as possible predictors of unusual levels of readiness to learn.

63. The teacher individualizes instruction according to the learning style of each pupil.

64. The teacher helps pupils believe that achievement at a higher level is possible.

65. The teacher helps pupils grow in the ability to manipulate objects with their hands and fingers.

66. Two of the boys in the sixth-grade class had been in trouble several times with previous teachers, the school principal, and once with the police for such acts as vandalism, petty theft, and breaking into the school after hours. The teacher was well aware that, unless the two boys were somehow guided into more constructive behavior patterns, before their entry into junior-high school, they would very likely become involved in more serious trouble.

An examination of the boys' records in the school office indicated that one of the boys was an only child in a broken home and that the other boy's father was forced to travel frequently in his work. The teacher--in this case, it was a man--saw that neither boy had the company of an adult male very often and felt that he might be able to assist the boys by befriending them and giving them particular jobs in the classroom and even opportunities for leadership in playground, or after-school activities. When, in a unit on "Law and Its Importance," a policeman visited and talked to the class, one of the boys was given the task of introducing him and the other was involved in helping the officer present materials on safety and the citizens' responsibility to help law enforcement personnel. Here and in other instances the boys gained peer prestige.

Neither of the boys was a behavior problem--each of them seemed to respond quite positively to their teacher's efforts to help them.

Which one of the following fundamental behaviors is best described in the above incident?

A. The teacher adapts classroom activities to the pupil who is atypical in terms of social skills

B. The teacher states and assesses behavioral objectives effectively and efficiently

C. The teacher facilitates motor-skill development

D. The teacher facilitates student motivation toward academic and social achievement

E. The teacher provides a favorable success-failure ratio for each student

In response to the following behaviors, keep this statement in mind: I understand and, if asked to, could apply the following teaching behaviors:
A. Definitely could B. Probably could C. Probably not D. Definitely not

67. The teacher gives individualized instruction through tutorial methods rather than group-instruction methods.

68. The teacher helps pupils believe that they should try harder to achieve.

69. The teacher gives training and provides opportunity for well-motivated practice at a leisurely pace.

70. The teacher gives extrinsic satisfactions intermittently upon completion of a successful performance to those pupils who do not appear to experience intrinsic rewards.

71. In a fifth-grade class one of the girls had become virtaully a dictator in her domination of the other girls. When the clique which she "managed" began to ridicule and to discriminate against some of the other girls in the room, the teacher felt that something must be done to correct the situation.

The teacher called in several members of the clique and could readily see that they were virtually terrified of the tyrant. It seemed to the teacher that a unit on "Prejudice" might hold the answer. She opened the unit with several days of "organized discussion"--the "victims" one day being those with blond hair; on the next day, blue dresses; the next, brown eyes. This "dictator" just happened to be the only "brown-eyed" blond in the room and had unfortunately worn a blue dress on the second day. Her "rule" was broken and she learned her lesson much more effectively than by a sermon. By the third day she was in tears and ready to assume a more wholesome role in the classroom.

Which one of the following fundamental behaviors is best described in the above incident?

A. The teacher uses effective case-study methods and employs necessary referral techniques

B. The teacher communicates information and suggestions to parents and colleagues about the intellectual, social, and emotional development of his students

C. The teacher states and assesses behavioral objectives effectively and efficiently

D. The teacher facilitates development of moral character and moral behavior

E. The teacher reduces disabling levels of anxiety

In response to the following behaviors, keep this statement in mind: I understand and, if asked to, could apply the following teaching behaviors:
A. Definitely could B. Probably could C. Probably not D. Definitely not

72. The teacher increases the depth of challenges for the pupils with advanced states of readiness in such a manner that pupil interest remains high but peer relationships are not damaged.

73. The teacher helps pupils experience social and intellectual satisfaction in association with increased effort and achievement.

74. The teacher helps pupils engage in self-directed study outside the demands of the classroom.

75. The teacher refrains from setting excessively high achievement standards for motor-skill development in recognition of the maturational factor involved.

76. Linda, a seventh-grader was shy and quite and seemed to hold her head to one side, as if out of fear. The teacher went to the records, which clarified that the child was afraid of teachers and slow to overcome that fear.

The teacher immediately assigned special projects in which Linda could serve as the teacher's helper--running errands, cleaning book shelves, bringing books or records from the library, etc. Sometimes, the teacher would arrange for Linda to be excused from study hall so that she could do special tasks that she could master.

Within two weeks, the girl had lost her fear of the teacher and was responding regularly in her class.

Which one of the following fundamental behaviors is best described in the above incident?

A. The teacher establishes a democratic classroom atmosphere

B. The teacher recognizes symptoms of poor adjustment

C. The teacher strengthens weak skill areas as an aid to adjustment

D. The teacher understands and applies the principles of learning

E. The teacher accurately interprets obtained scores on tests and uses the information to improve the conditions of learning

In response to the following behaviors, keep this statement in mind: I understand and, if asked to, could apply the following teaching behaviors:
A. Definitely could B. Probably could C. Probably not D. Definitely not

77. The teacher provides opportunities for pupils to experience intrinsic satisfaction from successful performance whenever possible.

78. The teacher takes into account that sincere affection functions as a reward for many girls and boys.

79. The teacher departs from the guidelines used in constructing behaviorally stated objectives without affecting the clarity of instructional intent.

80. The teacher understands that transfer of training occurs whenever previous learning has an influence upon later learning.

81. During the first two weeks of kindergarten, Patty was almost constantly in tears, afraid that her parents would not come after her at the end of the day and frightened of the other children.

The teacher counseled with both the parents and the girl and arranged for the child's mother to show up at school on one pretext or another for several days until the child could make friends.

Gradually, Patty's fears were lessened.

Which one of the following fundamental behaviors is best described in the above incident?

A. The teacher reduces disabling levels of anxiety

B. The teacher uses effective reinforcement techniques

C. The teacher facilitates motor-skill development

D. The teacher individualizes instruction where appropriate

E. The teacher understands and applies psychological readiness principles

In response to the following behaviors, keep this statement in mind: I understand and, if asked to, could apply the following teaching behaviors:
A. Definitely could B. Probably could C. Probably not D. Definitely not

82. The teacher uses the appropriate guidelines required for the construction of a behaviorally stated objective.

83. The teacher identifies the standards that tell how well the student must perform in the construction of behaviorally stated objectives.

84. The teacher takes into account that early intelligence measures (pre-school or before age six) do not predict later intelligence measures well.

85. The teacher engages in specific teaching of the similarities between the content of one subject and another, one skill and another.

86. Bill, an eighth-grade student, was sent to the reading specialist for remedial work. Though the boy had been quiet and cooperative as one of 30 seventh graders in remedial reading, he was now showing some hostility. After one week of his "show me" attitude, the teacher was about to give up with the boy, though she thought she saw something worthwhile in his new aggressiveness. One day, in a one-to-one conversation, Bill declared that he detested the reading materials and equipment and wondered why the reading teacher couldn't let him spend time "with interesting things - like poetry." The teacher took the cue and brought paperback poetry anthologies and records to the reading laboratory. So enthusiastic was the boy that his lab partner began to share his interest. Together, they undertook quite an intensive study. The teacher was delighted at the later transfer of their work so apparent in Bill's contribution to a poetry unit undertaken in his regular English class. The reading teacher was also pleased, of course, with Bill's growth in reading skills.

Which one of the following fundamental behaviors is best described in the above incident?

A. The teacher provides a favorable success-failure ratio for each student

B. The teacher plans skillfully for an effective teaching-learning situation

C. The teacher guides peer interactions effectively

D. The teacher facilitates development of moral character and moral behavior

E. The teacher strengthens weak skill areas as an aid to adjustment

In response to the following behaviors, keep this statement in mind: I understand and, if asked to, could apply the following teaching behaviors:
A. Definitely could B. Probably could C. Probably not D. Definitely not

87. The teacher selects verbs useful in constructing behaviorally stated objectives.

88. The teacher takes into account general characteristics affecting the testing situation, such as reading speed, vocabulary, comprehension, "clerical" test-taking skills, the chance factor, and test anxiety.

89. The teacher constructs tests as learning experiences and involves students in evaluation of tests as learning activity.

90. The teacher presents a stimulus numerous times, making minor variations rather than shifting abruptly from stimulus to stimulus.

91. A teacher of ninth-grade English had first encountered a student in a study hall the previous year. The boy was a transfer student from a school for the retarded and had shown much passivity and little effort in the study hall. The following year he was enrolled in the teacher's English section for low-achievers, and the teacher began to seek added assistance.

She searched the records and learned that the boy had suffered severe brain damage. Next, the teacher had general conferences with the parents, who were quite cooperative and ready to help with the boy's study habits. At the suggestion of guidance personnel, the teacher seated the boy close to her in study hall where she could provide greater assistance to him in his work. His increasing success indicated a need for the same approach in the classroom, and the teacher made use of all available information in modifying and individualizing the English program for the student. His grades rose from F's to C's.

Which one of the following fundamental behaviors is best described in the above incident?

A. The teacher states and assesses behavioral objectives effectively and efficiently

B. The teacher reduces disabling levels of anxiety

C. The teacher establishes a democratic classroom atmosphere

D. The teacher uses effective case-study methods and employs necessary referral techniques

E. The teacher facilitates development of moral character and moral behavior

In response to the following behaviors, keep this statement in mind: I understand and, if asked to, could apply the following teaching behaviors:
A. Definitely could B. Probably could C. Probably not D. Definitely not

92. The teacher takes into account intra-individual differences in intellectual components when evaluating the performance of individual students.

93. The teacher refrains from becoming overly possessive and directive when helping pupils.

94. The teacher serves as a constructive influence on the nature and direction of peer relationships by establishing rapport with students.

95. The teacher takes into account that adolescents must show more initiative in order to achieve peer acceptance than they did as children.

96. Because a first-grade teacher had experienced several instances in which efforts to educate in the home were creating conflicts or learning barriers in the classroom, the teacher decided to develop and to mimeograph a "bird's-eye-view" of all the goals for each first-grade subject taught and to send this to the home of each child along with an invitation to each parent to discuss the instructional program. In addition, the teacher sent a weekly "Homework Sheet" home with each child so that the parents (who are most often eager to work cooperatively with the teacher) could be helpful in drill activities.

This procedure has (1) built excellent relationships with parents, (2) involved the home in educating the child in the right direction (with an opportunity to discuss the program ahead of time), and (3) made the learning process more effective for young people.

Which one of the following fundamental behaviors is best described in the above incident?

A. The teacher strengthens weak skill areas as an aid to adjustment

B. The teacher guides peer interactions effectively

C. The teacher communicates information and suggestions to parents and colleagues about the intellectual, social, and emotional development of his students

D. The teacher reduces disabling levels of anxiety

E. The teacher facilitates development of moral character and moral behavior

In response to the following behaviors, keep this statement in mind: I understand and, if asked to, could apply the following teaching behaviors:
A. Definitely could B. Probably could C. Probably not D. Definitely not

97. The teacher makes a special effort to discover isolates and to increase their social acceptability with classmates.

98. The teacher protects members of racial and religious minorities from self-devaluing social experiences in peer activities.

99. The teacher takes into account that delinquency prevention is most effective in the elementary school years.

100. The teacher refrains from the generally useless practice of direct moralistic teaching.

TEACHING BEHAVIORS

The Teacher Understands and Applies Psychological Readiness Principles

Readiness for new learning is a state of mastery of simpler skills that permits a pupil to master more advanced skills. Readiness is a complex product of the interactions of physiological maturation, psychological abilities, prerequisite learning, and motivation. New experience presented too early or too late may be less effective and even damaging to pupil development.

The Teacher Provides a Favorable Success-Failure Ratio For Each Student

Tasks that fall within the "range of challenge" for a pupil tend to facilitate motivation, feelings of competence, adjustment, and achievement.

The Teacher Plans Skillfully for an Effective Teaching-Learning Situation

The Teacher Individualizes Instruction Where Appropriate

Pupils may vary in readiness for new learning due to a number of factors. A good teacher makes routine provision for delayed and advanced readiness through effective assessment and through adjustment in the "range of challenge" presented to individual students.

The Teacher Facilitates Student Motivation Toward Academic and Social Achievement

Teachers who help pupils want to learn new material, contribute to pupil growth in cognitive abilities and academic and social-skill mastery.

The Teacher Facilitates Intellectual Development

Pupils' cognitive abilities mature faster when there is a deliberate attempt to (a) help the pupil perceive differences and arrive at generalizations, and (b) increase the pupils' ability to use words and deal with abstractions.

The Teacher Facilitates Motor-Skill Development

Speaking, writing, playing games, and interacting physically with peers are skill areas that may be facilitated by teacher instruction.

The Teacher Uses Effective Reinforcement Techniques

Learning is more rapid and less apt to be lost if performance is accompanied or followed by reinforcement in general accordance with principles of effective reinforcement.

The Teacher States and Assesses Behavioral Objectives Effectively and Efficiently

The Teacher Accurately Interprets Obtained Scores on Tests and Uses the Information to Improve the Conditions of Learning

The Teacher Understands and Applies Other Principles of Learning

The Teacher Establishes a Democratic Classroom Atmosphere

The democratic classroom atmosphere as referred to here is defined as one containing elements of warmth and effective limit-keeping. Such as atmosphere has been shown to promote higher levels of creativity, peer interaction, motivation, sex-role identification, and moral behavior.

The Teacher Guides Peer Interactions Effectively

Teachers who are knowledgeable about the principles of group dynamics can increase peer acceptance of isolates, guide peer groups into socially acceptable paths, and encourage individual development of social skills.

The Teacher Adjusts Social Interaction Activities to Group Norms

Since social readiness is determined by physiological maturation and various kinds of social experiences, the teacher must be aware of the general level of motivation and skill in peer interaction of the pupils in his classroom and be able to promote those activities within the "range of challenge" of the group.

The Teacher Adapts Classroom Activities to the Pupil Who is Atypical in Terms of Social Skills

A good teacher makes routine provision for immature and advance pupils by adjusting social demands toward their "range of challenge".

The Teacher Facilitates Development of Moral Character and Moral Behavior

Teachers who help pupils develop favorable attitudes toward moral and social values, who encourage growth in the understanding of values, and who provide practive in moral behavior, contribute to the ability of the pupil to guide his own behavior in a mature manner.

The Teacher Recognizes Symptoms of Poor Adjustment

Depending upon the adaptive habits of individual pupils, the teacher should be able to recognize subtle symptoms of high emotional tension as well as withdrawal and aggressive responses pupils resort to in an effort to reduce uncomfortable levels of emotional tension.

The Teacher Reduces Disabling Levels of Anxiety

Teachers should be aware of techniques useful in reducing anxiety and be able to skillfully apply the most appropriate techniques in the classroom situation.

The Teacher Strengthens Weak Skill Areas as an Aid to Adjustment

Pupils often exhibit high anxiety because of a lack of ability to adapt to the demands of their situation. Teachers should attempt to engage in academic and social skill remediation with these pupils.

The Teacher Uses Effective Case-Study Methods and Employs Necessary Referral Techniques

In order to provide the most supportive situation for an anxious pupil, teachers mus be able to gather and analyze background information bearing on the emotional disorder, and develop tentative plans for the amelioration of the problem.

The Teacher Communicates Information and Suggestions to Parents and Colleagues About the Intellectual, Social, and Emotional Development of His Students

Teachers should be aware of the effect of parental behavior and attitudes on children and should be able to interpret progress of students to parents or colleagues in a positive fashion and make suggestions for enhancing or remediating intellectual, social and emotional development.

SATISFACTION QUESTIONNAIRE

The purpose of this questionnaire is to give you a chance to tell how you feel about your present job, what things you are satisfied with and what things you are not satisfied with.

On the basis of your answers, we hope to get a better understanding of the things people like and dislike about their jobs.

On the attached sheet you will find statements about your present job.

--- Read each statement carefully.

--- Decide how satisfied you feel about the aspect of your job described by the statement.

Keeping the statement in mind:

--- if you feel that your job gives you much less than you expected, check the box under "VDS" (Very Dissatisfied);

--- if you feel that your job gives you less than you expected, check the box under "DS" (Dissatisfied);

--- if you cannot make up your mind whether or not the job gives you what you expected, check the box under "N" (Neither Satisfied nor Dissatisfied);

--- if you feel that your job gives you what you expected, check the box under "S" (Satisfied);

--- if you feel that your job gives you more than you expected, check the box under "VS" (Very Satisfied).

Remember: Keep the statement in mind when deciding how satisfied you feel about that aspect of your job.

Do this for all statements. Please answer every item.

Be frank and honest. Give a true picture of your feelings about your present job.

SATISFACTION QUESTIONNAIRE

TEACHER NAME _____ ID NUMBER _____

On my present job, this is how I feel about:	*VDS*	*DS*	*N*	*S*	*VS*
1. Being able to keep busy all the time	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
2. The chance to work alone on the job	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
3. The chance to do different things from time to time	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
4. The chance to be "somebody" in the community	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
5. The way my administrator handles his staff	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
6. The competence of my supervisor in making decisions	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
7. Being able to do things that don't go against my conscience	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
8. The way my job provides for steady employment	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
9. The chance to do things for other people	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
10. The chance to tell people what to do	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
11. The chance to do something that makes use of my abilities	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
12. The way school policies are put into practice	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
13. My pay and the amount of work I do	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
14. The chances for advancement on this job	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

- *Please continue on the other side* -

	VDS	DS	N	S	VS
	1	2	3	4	5
15. The freedom to use my own judgment	☐	☐	☐	☐	☐
16. The chance to try my own methods of doing the job	☐	☐	☐	☐	☐
17. The working conditions	☐	☐	☐	☐	☐
18. The way my co-workers get along with each other	☐	☐	☐	☐	☐
19. The praise I get for doing a good job	☐	☐	☐	☐	☐
20. The feeling of accomplishment I get from the job	☐	☐	☐	☐	☐

TEACHER SATISFACTORINESS SCALE

TEACHER NAME _____ ID NUMBER _____

RATED BY _____ DATE _____

DIRECTIONS: Please check the ONE BEST answer for each question about this teacher. Be sure to answer ALL QUESTIONS.

Compared to others in his work group, how well does he . . .	*Not as Well*	*About the Same*	*Better*
1. Follow school policies and practices?	1 ☐	2 ☐	3 ☐
2. Accept the direction of his supervisor?	1 ☐	2 ☐	3 ☐
3. Follow standard work rules and procedures?. . . .	1 ☐	2 ☐	3 ☐
4. Accept the responsibility of his job?	1 ☐	2 ☐	3 ☐
5. Adapt to changes in procedures or methods?. . . .	1 ☐	2 ☐	3 ☐
6. Respect the authority of his supervisor?.	1 ☐	2 ☐	3 ☐
7. Work as a member of a team?	1 ☐	2 ☐	3 ☐
8. Get along with his supervisors?	1 ☐	2 ☐	3 ☐
9. Perform repetitive tasks?	1 ☐	2 ☐	3 ☐
10. Get along with his co-workers?.	1 ☐	2 ☐	3 ☐
11. Perform tasks requiring variety and change in methods?	1 ☐	2 ☐	3 ☐

Compared to others in his work group . . .	*Not as Good*	*About the Same*	*Better*
12. How good is the quality of his work?.	1 ☐	2 ☐	3 ☐
13. How good is the quantity of his work?	1 ☐	2 ☐	3 ☐

If you could make the decision, would you . . .	*Yes*	*Not Sure*	*No*
14. Give him a pay raise?	1 ☐	2 ☐	3 ☐
15. Transfer him to a job at a higher level?.	1 ☐	2 ☐	3 ☐
16. Promote him to a position of more responsibility?	1 ☐	2 ☐	3 ☐

- Please continue on the other side -

Compared to others in his work group, how often does he . . .	*Less*	*About the Same*	*More*
17. Come late for work?	1 ☐	2 ☐	3 ☐
18. Become overexcited?	1 ☐	2 ☐	3 ☐
19. Become upset and unhappy?	1 ☐	2 ☐	3 ☐
20. Need disciplinary action?	1 ☐	2 ☐	3 ☐
21. Stay absent from work?	1 ☐	2 ☐	3 ☐
22. Seem bothered by something?	1 ☐	2 ☐	3 ☐
23. Complain about physical ailments?	1 ☐	2 ☐	3 ☐
24. Say 'odd' things?	1 ☐	2 ☐	3 ☐
25. Seem to tire easily?	1 ☐	2 ☐	3 ☐
26. Act as if he is not listening when spoken to?	1 ☐	2 ☐	3 ☐
27. Wander from subject to subject when talking?	1 ☐	2 ☐	3 ☐

28. Now will you please consider this worker with respect to his overall competence, the effectiveness with which he performs his job, his proficiency, his general overall value. Take into account all the elements of successful job performance, such as knowledge of the job and functions performed, quantity and quality of output, relations with other people (subordinates, equals, superiors), ability to get the work done, intelligence, interest, response to training, and the like. In other words, how closely does he approximate the ideal, the kind of worker you want more of? With all these factors in mind, where would you rank this worker as compared with the other people whom you now have doing the same work? (or, if he is the only one, how does he compare with those who have done this same work in the past?)

In the top 1/4 . . . . . 1 ☐

In the top half but not among the top 1/4 . . . . . 2 ☐

In the bottom half but not among the lowest 1/4 . . . . . 3 ☐

In the lowest 1/4 . . . . . 4 ☐

	Yes	*No*
29. Based on competence, if you could make the decision to replace this worker, would you?	1 ☐	2 ☐